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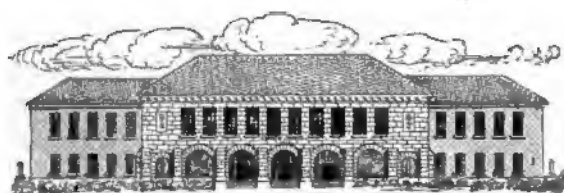
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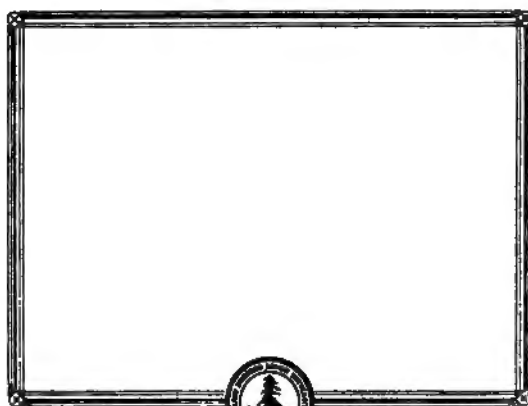
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1908
PROCEEDINGS

OF THE

California State Teachers' Institute,

AND

EDUCATIONAL CONVENTION,

IN SESSION IN THE

CITY OF SACRAMENTO,

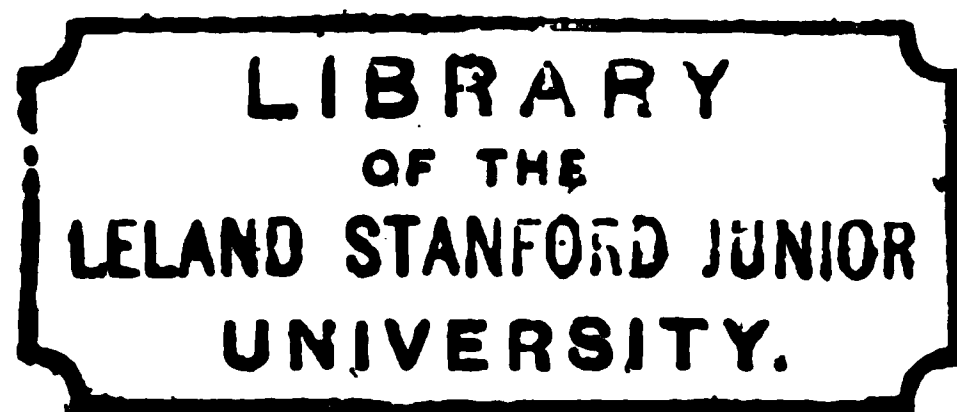
From Tuesday, September 23, to Friday, September 26, 1862.

Published by the Department of Instruction.

EDITED BY M. I. RYAN,
SECRETARY EDUCATIONAL CONVENTION.

SACRAMENTO:
BENJ. P. AVERY, STATE PRINTER.

.....
1862.



A.39.3

C

PROCEEDINGS.

FIRST DAY.

STATE INSTITUTE.

TUESDAY, September 23, 1862.

In response to the call of the State Superintendent of Public Instruction, a large number of Teachers, School Officers, and friends of Education generally, assembled in the Senate Chamber, in the State Capitol building, in the City of Sacramento, on Tuesday, September 23, 1862.

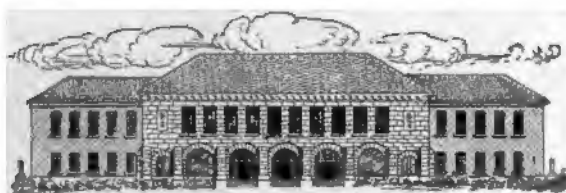
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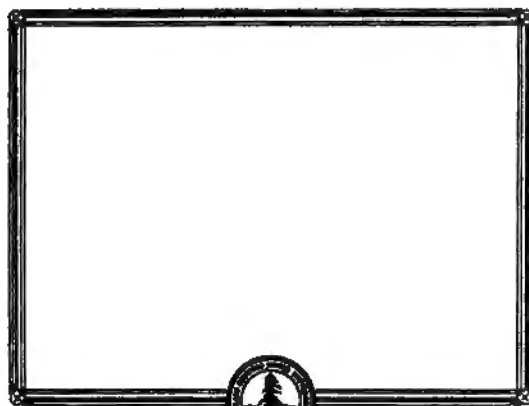
LADIES AND GENTLEMEN OF THE INSTITUTE :

It affords me pleasure to meet you once more in Convention. Although an experiment, our first session was successful, and its printed proceedings, embodying the valuable instructions of the able gentlemen who addressed you, distributed largely throughout the State, have been favorably received by all—warmly commended by many, interested in the cause of Public School Education. The useful and practical information so lucidly and so agreeably presented in those addresses, could not fail, and has not failed, to animate the Teachers throughout the State, and to furnish them with many new ideas, and many new modes of reaching the understanding of their pupils. I have received numerous letters from intelligent friends of our cause, speaking in the highest terms of the value of the little work containing our proceedings, and the excellent effect it has produced. One of our most experienced and zealous County Superintendents writes :

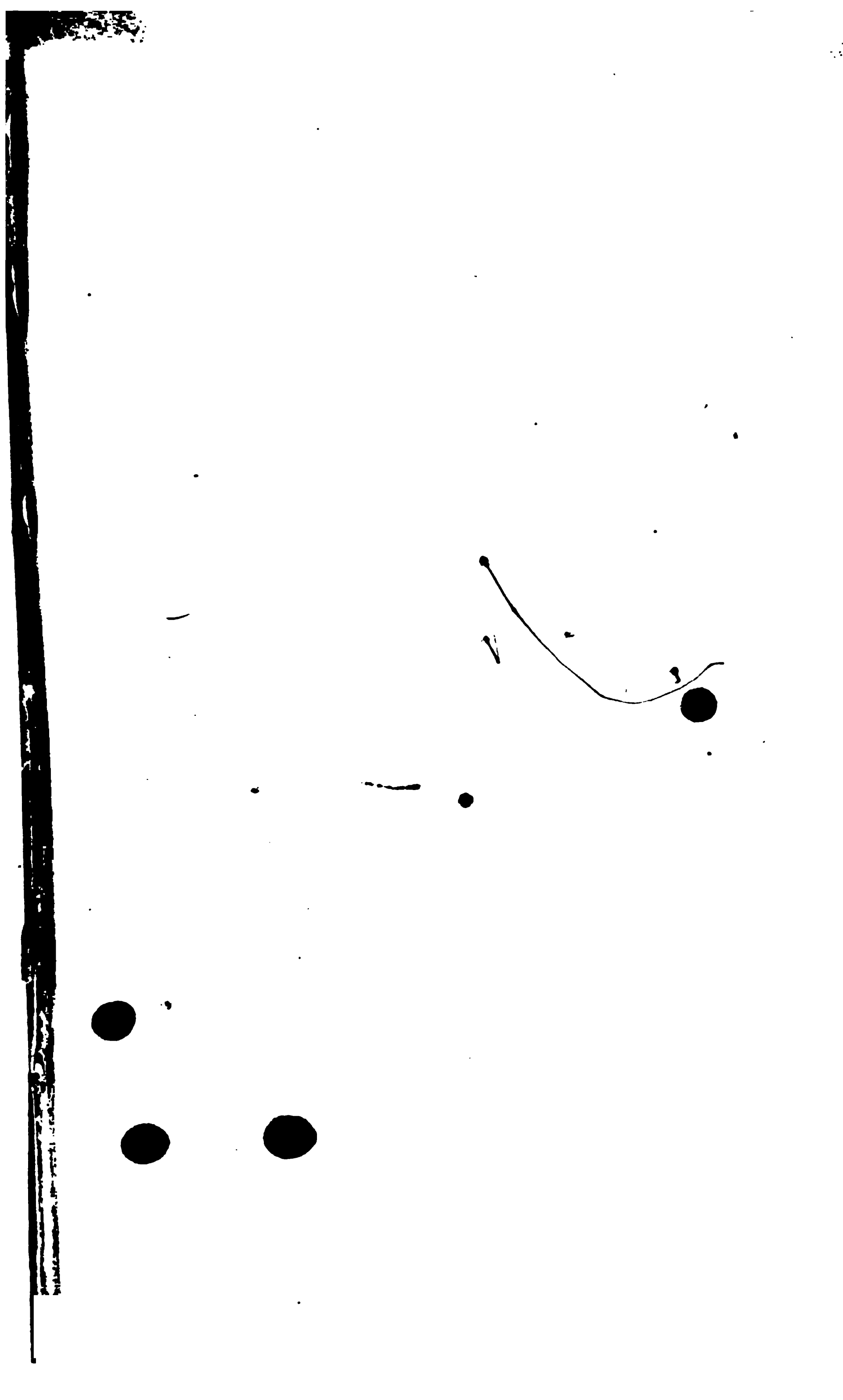
“Were not my report already too lengthy, I would like to speak of the high opinion I entertain of the State Teachers' Institute and Educational Convention, held in San Francisco. I have perused the proceedings with not only much pleasure, but with much profit to myself. In them I find many gems to arouse the mind to reflection,



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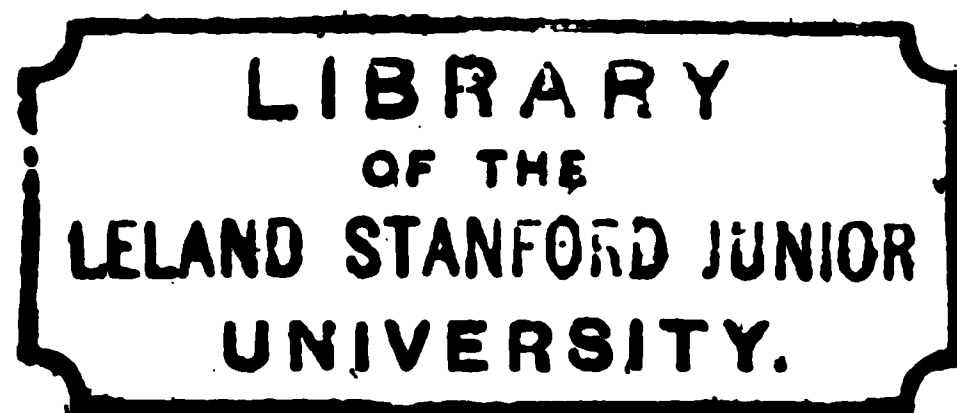
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and many valuable hints and suggestions worthy the study of every Teacher, whether old or young."

Another County Superintendent, active and earnest, writes:

"I wish you would send me a large supply of the 'Reports of the Teachers' Institute and Convention.' I wish to furnish every one who may teach in this county during the next year with a copy. I consider them invaluable; and I shall say to our Teachers that they cannot study them too much. It is certain that great service has been done the State by the publication of these reports."

Others have written in the same strain, and we are encouraged to believe that the seed sown has fallen upon fruitful ground, and that our labors have produced a harvest of profit to Teachers and to pupils throughout the State.

Our experience last year has taught us wherein our exercises were deficient, and how to apply the remedy. I have so arranged for our present meeting that we shall devote much more time to the proceedings of our Institute, and much less to desultory debate in Convention.

At the opening of the Institute, each day, an able Instructor will address the Delegates upon some topic of practical interest, illustrating his views, whenever possible, by classes taken from the body of the Institute. At the conclusion of the instruction, the subject treated will be open for discussion, and every effort will be made to elicit the results of other Teachers' experience and study. By these means full light will be thrown upon the subject, and the combined information of all the members will become the property of each individual present.

At one of our sessions, last year, we found it to be an excellent plan for one member to call upon another to explain what method he considered best to obtain certain valuable results in School. The speaker, in turn, called upon another, and the result was a discussion, conducted in a conversational style, (other members frequently interrupting the speaker for explanation and information,) that proved in the highest degree entertaining and instructive. We shall adopt this plan at our present session, it being understood that discussion will not be limited to the topic of the morning's address. It may take a wide range, covering the whole ground of Public School Education, prompted by an inquiry put by any member to the body of the Institute.

In Convention, the State Committee to which was referred the subject of a uniform system of Text-Books to be used in the Public Schools will report the results of their examination, and it will be for the Convention to adopt, amend, or modify the recommendations of the Committee. It is scarcely necessary to enlarge upon the necessity of enforcing uniformity in the Text-Books used in our Schools. Every Teacher's experience has, doubtless, convinced him that the changes in books, so frequently made in our State, are productive of unmixed evil. They burden parents with unnecessary expense, prevent proper classification in School, harass Teachers, and obstruct the progress of their pupils.

For a brief period the law conferred upon the State Board of Education the right to prescribe the books to be used in the Schools, but it was repealed through the influence of interested parties before the Board could act upon it. Although we cannot enforce the recommendations of the Convention, there is not a doubt those recommendations, emanating from so large and intelligent a body of experts, will carry great weight and will be generally adopted by Teachers and School Officers. I have thus laid down the programme of our exercises. It will be for you to fill up and enlarge it by your zealous co-operation. We expect no oratorical claptrap, no rhetorical pyrotechnics in our discussions. None need hesitate, therefore, to participate. All we seek is practical information upon the art of Teaching, no matter how plain and matter-of-fact the style in which it is conveyed.

At the conclusion of his address, the President introduced to the Institute, as Instructor of the day, John Graham, of Columbia, Tuolumne County, who delivered the following

Lecture on Mental Arithmetic.

MR. PRESIDENT, LADIES AND GENTLEMEN:

Mental Arithmetic is the subject to which I shall call your attention for a short time. This is a subject, in my humble opinion, of great practical importance, but one which has been very much neglected in many of our Schools. Mental Exercises are the best that can be introduced to teach the scholar how to think, because they compel him to do so : and it has been said, " When a great thinker is let loose on the world, look out." There is no other exercise with which I am acquainted that is so well calculated to train the mind to be expert—to be quick in the dispatch of its work. Of this I will give you further proof in the exercises that will follow.

The Accountant will tell you that it was only by much labor and practice that he learned how to add long columns of figures with rapidity and correctness. How important, therefore, that due attention be given to whatever will implant in the minds of youth principles of action that will develop with their growth, and the possession of which is so desirable. To be a ready reckoner is of inestimable value to every person. Every individual, in every condition of life, from the most humble occupation to the most honorable—the teacher, the farmer, the clerk, the merchant, the lawyer, and the statesman, each finds it to be of great practical importance to be able to make calculations in the mind quickly and accurately.

How often do we hear persons of good education, when they visit our Schools, and hear scholars answer and explain difficult propositions correctly, from the mind, express a wish that they had received such mental training. It frequently happens that more time is consumed in searching for materials upon which to make the figures than would be occupied in solving ten propositions more difficult, if people generally had studied Mental Arithmetic. I have seen the farmer, otherwise intelligent, search beneath the shade tree and among the stables, for a smooth board or stone to figure on, and having failed to find the thing desired, stoop, and on the top of his dusty boot write the figures with the handle of his penknife, and make his calculation. How many frugal farmers' dames reckon the price of their butter and eggs with their fingers? Even the Teacher—I cannot let him pass unnoticed—but too frequently makes use of the black-board and slate, when the mind, unaided, should do the work.

Every Teacher who has watched the growth of the young mind, can understand how well this mental training is adapted to develop and strengthen it, and consequently to prepare the minds of children to overcome the difficulties in other branches of study. But it is particularly effective in fitting the mind for the study of Practical, or Written Arithmetic. Indeed, it is cruel to start a child in that difficult study, and give it a book and command it to prepare a lesson there when it has not had that training in Mental Arithmetic which is necessary to prepare it for this step. As well might the Teacher expect that the scholar could take a Reader and prepare a reading lesson, without ever having learned how to read. Yet the former has been done in every School where Mental Arithmetic has not been introduced.

Select twelve scholars of about the same age, and with attainments equal, as near as may be. Divide them into two classes ; give one of these classes instruction in Mental Arithmetic, in the manner which I will hereafter explain, for a few minutes each day for several months. At the end of this time we will suppose that all these scholars have made suitable proficiency in Reading, Writing, and other studies, to commence the study of Practical Arithmetic. They receive their books, and the first lesson is shown

to them, with some explanation, perhaps, by the Teacher. All are pleased. They have taken one more step. The new books are opened, and the lesson that has just been given is read by every scholar. But now mark the difference. Those scholars who have studied Mental Arithmetic find in that lesson terms with which they are familiar, and which they can partly understand. They become interested, and soon learn that they can add and subtract, multiply and divide. This gives them confidence, and with pleasure they pursue that difficult study that even Benjamin Franklin "failed entirely in" learning. Page after page is read, and the examples are analyzed and explained promptly and correctly. They study diligently. Each tries to excel the others.

Now we will turn to the other class. Those who have not studied Mental Arithmetic find things in the same lesson that they are not familiar with, and which they cannot understand. They find the terms, abstract, concrete, plus, minus, quantity, etc., for the first time, perhaps. They have no knowledge of numbers, or their relations to each other. They soon become tired, because they cannot be interested in what they cannot comprehend. But these young and active minds must be employed: and when they quit the lesson, they seek employment in some other way, perhaps in mischief, and ere long the members of this class will be as earnestly engaged in keeping other scholars from study as the members of the first class are in preparing their lesson. Even the most diligent grow dull and get discouraged, because they can accomplish nothing. Thus they go on, session after session, each day leading them further into inextricable difficulties, until they really dread the recitation of Arithmetic.

I need not follow this class further. But of this be assured, that scholars so treated will never find pleasure in the pursuit of Practical Arithmetic. The Teacher is measurably responsible for all this. We, who have voluntarily assumed the responsibility of directing the minds of children to principles of truth and right action, have no right to make such mistakes. On us rests the responsibility of rendering the "thorny path of knowledge" easy and pleasant, as it lies within our power to make it.

I have said that this branch of learning has been very much neglected in many of the Public Schools. One cause of this neglect is found, no doubt, in the fact that many persons who are engaged in these Schools are very little acquainted with the subject themselves; and such Teachers generally conclude that as they have been successful without it, the children with whose instruction they are entrusted, can get along without a knowledge of it.

This is false reasoning. Such Teachers should reflect that their mode of action, if adopted, would bring us to a standstill. Improvements would stop. If that course had been pursued by Teachers in other departments of Education during the last twenty-five years, we would to-day have those old-fashioned Schools, in which the boys studied aloud their spelling lessons—such as Mr. Minns spoke of at the last session of this Institute, "in which the old hat was shown to be a pronoun by being used as the noun glass." Advance! is the watchword of the present generation in all things.

I will not stop to give all the causes why Mental Arithmetic is neglected. But I desire to say, that, with the system now adopted in a majority of Mixed Schools, time cannot be found for this important elementary study.

Children in the A, B, C, and the Primer, must receive due attention. Then there are the classes in the First, Second, Third, Fourth, and Fifth Readers, History, Geography, Grammar, Writing, Arithmetic, Composition, Declamation, Singing, and the General Exercises. And in addition to all this, some have Algebra, Spanish, and Latin. No wonder there is no time for Mental Arithmetic where all these things are attended to by one Teacher.

I speak of things as they are, not as they should be. I will refer you to the very

good advice given by Mr. Minns, at our last Convention, on this point. He said "We should carefully avoid having too many studies in our Schools. '*Non multa sed multum*' is a good maxim of sound sense. Do a few things well, not many things poorly."

When should a child commence this study? I answer, when it is six or seven years old. But the Teacher must be very careful and ask little questions to small minds. He should strictly watch the growth of the child's mind, and not increase the questions faster than the mind expands; for, if he does, the little scholar will be unable to answer without too great a mental effort, which will be a lasting injury to it. Drop the gems of truth just within its reach, and as the mind expands increase the distance.

Mr. Graham then resolved the whole Institute into one class, and illustrated, by black-board exercises, his system of teaching Mental Arithmetic. It consisted in writing a multitude of figures on the black-board, and then requesting the class to call out, if the exercise was in addition, the sum of the number to be kept mentally present and the number pointed to. Thus, if the number 5 was presented to the class as the *mental* number, and the number 9 was pointed to by the Teacher, the class should exclaim 14. If the exercise was in subtraction, and the number pointed to was 26, the *mental* number being 12, the class would exclaim 14; if the number 15 was pointed to, the class would answer 3. The same exercise might be pursued in multiplication and division of simple numbers, as well as in fractions, with beneficial results.

He also presented purely mental exercises to the class; as, 5 and 5 and 5 and 10 and 20 and 5, are how many? If a scholar gave the sum correctly, he was then requested to give the analysis of his work, or in other words, commence and repeat the question precisely as presented by the Teacher.

Rev. Mr. Hill, of Sacramento, inquired of the Instructor if young pupils could be made to master lengthy questions in the manner just referred to, and what time would be necessary for that purpose.

Mr. Graham replied that pupils would, in about one year, become very proficient in all the exercises he had offered to the consideration of the Institute.

M. I. Ryan, of Stockton, stated that he had fully tested during the past year the system set forth by Mr. Graham at the last session of the Convention, and had found it to work admirably. It was a very expeditious mode of drilling pupils in the ground-rules of Arithmetic.

Rev. Dr. Peck, of Sacramento, initiated a critical badinage, in which T. W. J. Holbrook, of Stanislaus, Cyrus Collins and William S. Hunt, of San Joaquin, took part.

The President deplored the prevalence of cant phrases, and the want of uniformity in pronunciation and orthography among our Teachers and literati. He spoke at considerable length, and his remarks were attentively received.

E. J. Schellhouse, of Sacramento, then received permission of the President to read an Essay on Education, which was placed on file.

M. I. Ryan remarked, that, as uniformity in pronunciation could be only obtained by having a uniform pronunciation of the elementary sounds of the language, and as the advantages and necessity of such uniformity had been so palpably pointed out by the President, he would take the liberty of suggesting the name of W. S. Hunt as a gentleman well qualified to address the Institute on the Phonetic Elements of the English Language.

The President said that Mr. Hunt might consider himself invited, and that gentleman was about to take the floor when Rev. Mr. Hill suggested a recess till two o'clock, P. M.

Accordingly, at half past twelve o'clock, P. M., the President adjourned the Institute.

AFTERNOON SESSION.

The President called the Institute to order at two o'clock, P. M., and introduced William S. Hunt, who delivered the following address on

The Elementary Sounds of the English Language.

In giving my views upon this subject to this intelligent audience, I am fully aware of the difficulties which will naturally arise. In the first place, the subject is an intricate one, and for that reason it will meet with objections from those who have not made Elementary Sounds a subject of study. There is much attention paid to this subject in the East, and many persons are qualifying themselves to become Teachers by the aid of living Instructors, from whom alone the pure elementary sounds can be learned. Of such an opportunity have I availed myself, and have devoted particular attention to the subject for several years, during which time it has been steadily advancing towards perfect uniformity.

It is important that a child should be taught to explode and articulate each of the elements of sound as early as possible, in order that they may make an early impression upon its mind. By observation we may learn that the mind of a child is susceptible of impressions of this kind at a very early age. No one observes attentively the operations in the minds of infants and young children, without being led to the conclusion that they receive all their early knowledge from an outward source, and that they are very materially affected by the things around them. Every object and every sound makes its impression upon the child's mind. When the Instructor makes a statement to children of some past event, they do not seem to understand it; they

listen, perhaps, with apparent attention, but you may see, by the confusion and vacancy of their countenances, that little or no impression has been left. But bring an *object* before them, or make a *sound* in their hearing, and the impression is left on their plastic minds. The Teacher, then, receives the children, whose minds are almost perfect blanks, and instructs them; and it can readily be perceived how necessary it is that their first instruction should be rightly given.

Many persons hold out the idea that almost any one has sufficient ability to teach a Primary School; but the results of incompetent teaching are more discernible here than in any other part of a child's education. It follows, then, that the best Teachers should be employed for our Primary Schools, so that first impressions may be rightly made, and the child's education rightly commenced. We are all ready to admit that no one of us is perfect in enunciation and articulation, yet tacitly we produce our own imperfections and those we have received from our instructors, and array them as a grand phalanx in opposition to any change for improvement, thus making our imperfections a model for instruction. Our principal lexicographers seem to have been alive to this fact, knowing that if they exposed the defects of our "best writers and speakers," upon whom they were primarily dependent for the introduction of their works into the literary world, they would meet with very little success for all their labors. In this connection, I may mention the introduction of the term "obscure sound" by some lexicographer. Now it is well known that in unaccented syllables the vowels do not have the same *quantity* of sound as in those which are accented; but the *quality* of the sound is pure, nevertheless, and every vowel that has any sound at all has a pure sound of its own, the difference being in the *quantity* and not in the *quality*.

The plan of teaching this branch consists in enunciating clearly and distinctly each of the elements found in our language, and afterwards in giving each element in the word of a spelling or reading lesson, and pronouncing each word in accordance with its elements. There are sixteen vowel sounds and twenty-three consonant elements, each of which is separate and distinct, and in each articulation we make use of some one of these vowel sounds, usually connected with one or more consonant elements. When the pupil has been drilled thoroughly upon these elements by a living Teacher, and been taught to combine them into words, the superiority of his utterance speaks for itself. I am persuaded that this is the only way that a person can acquire a clear and distinct articulation, and that it will take much less time and labor to impart instruction, and that by its attractiveness it exerts a most beneficial influence upon the mind, and thoroughly establishes, at the commencement, habits of accuracy in pronunciation. When *u* is a vowel, I see no reason for pronouncing it with a *y* sound before it. In such words as *duke*, *mute*, and *rude*, many persons either pronounce the *u* like *oo*, or with the sound of *y* before it. This is owing to the difficulty that all persons have in acquiring this sound, which can only be acquired by much practice, under the tuition of an accomplished Teacher. It is best for the Teacher to pronounce the word and then select the element, and drill the class in concert. It will then be advantageous to take the scholars individually and notice the proficiency of each, in turn; after which, drill upon the difficult combinations of consonant elements as found in most Readers and Spellers.

At the close of the address, Mr. Hunt gave the sounds of the language himself, and requested some one present to give them also.

Mr. S. D. Baker, of El Dorado, complied with the request, to the satisfaction of the entire audience.

A lively debate on the subject-matter presented then followed between the Lecturer, J. D. Bicknell, of Yolo, and J. A. Simons, of Sacramento.

The President said, that as securing the attention of pupils during recitations was one of the most important duties of the Teacher, a narration of the various methods employed by members to attain this desideratum might not be uninteresting. He desired the members of the Institute to consider themselves assembled in class-meeting, and to speak their views freely. To break the ice, he would call on S. A. Smith, of Sacramento, to give his experience.

Mr. Smith said his plan of securing attention was to direct his class to remain perfectly silent and regard him. He would then direct his glance toward the pupil whom he desired to answer the question.

John Graham said he secured attention in Spelling recitations by sending a number of pupils to the black-board, having them to write the same words or sentences on it, and then change positions and mark corrections in each other's work.

A. L. Fuller, of Tuolumne, said he arose to inquire the views of members as to the expediency of employing, in large Ungraded Schools, some of the larger pupils to teach the less advanced ones.

Judge Thompson, of Calaveras, said that he was opposed to the plan of selecting a pupil from an advanced class to teach a lower class. These Teachers were generally selected in rotation when this mode was made use of. The lower classes were as often taught incorrectly as they were correctly by these tyros in pedagogy, and but poor order was maintained. The consequence was that much of what they learned in this way had afterwards to be unlearned. When a School became so large that one Teacher could not hear all the recitations, it was time to divide the School, or introduce a properly qualified Assistant. Some ten years since, when he had been employed in teaching, he had found the best plan of securing the attention of scholars was to keep them engaged. In Spelling, for instance, he had been in the habit of resolving the whole School into one, or at most, two classes, and having them write the words on their slates. If a scholar was inattentive during the recitation, the omission of the word on his slate testified to the fact. At the conclusion of the dictation he had the slates exchanged, errors marked by scholars, and the result noted by himself.

Rev. Mr. Hill favored the old New England method of exciting emulation by skipping up and down, and awarding premiums. Regarding the query propounded by Mr. Fuller, he thought much depended on the Teacher. In one School, perhaps, some of the scholars might be very well qualified by Nature and education to serve as temporary Instructors to their junior school-mates; whereas, in another, they would be totally unfit for the same office. Respecting the best method of securing attention during recitation, he might say that the same methods did not always work alike when employed by different Teachers. Men he considered of much more moment than methods. Some Teachers seemed to possess a kind of animal magnetism, that commanded the attention and respect of pupils, whilst others seemed incapable of keeping order.

J. D. Bicknell, of Yolo, agreed with a previous speaker, that as much error probably as good resulted from pupils teaching pupils. In recitations in Reading and Spelling, the Pupil-Teacher would often pronounce words incorrectly, and the instruction thus communicated would be afterwards corrected by the Teacher. The young pupils would pay little or no attention to such Teachers, when they discovered that they would have to unlearn a portion of their tasks.

M. I. Ryan said that the plan recommended by the lamented Horace Mann for holding the attention of a class appeared to him to be far preferable to the old-field method of passing up and down, or taking places, as it is generally called. Mann's method was to propound a question and wait some seconds before designating the person in the class whom he desired to answer it. The pupil would not know at what moment, or with what question he would be served, and would be necessitated to maintain continual vigilance during the entire recitation.* His (Ryan's) plan of teaching Spelling combined the oral and written systems, giving a preponderance to the latter. Take Sargent's Standard Speller, for instance, and have spelled orally the various words in the classified exercises. Let the dictation exercises be written on the slate or on the black-board, but have the most of the words in said exercises spelled orally also, and defined before giving out another lesson. Most of the scholars in our Public Schools are very deficient in defining, though they may be very good spellers. A good definer was

* For Article on Mode of Conducting Recitations. see A, in Appendix.

almost always a good speller, but good spellers were often very poor definers. It is a radical defect in our system of Education that spelling and defining are not taught together. The dictation exercises in the Spelling-books should not be left until every difficult word therein had been defined. It was an excellent plan to have homophonous words written in the same sentence; it showed whether or not the pupil understood thoroughly both the orthography and definition of the words he was writing, and it was also an exercise in punctuation, use of capitals, and composition.

The President then announced as the Instructor to-morrow, George W. Minns, and declared the Institute adjourned till ten o'clock, A. M.

SECOND DAY.

STATE INSTITUTE.

WEDNESDAY. September 24, 1862.

The President called the Institute to order at ten o'clock, A. M., and stated that in consequence of the non-arrival of Mr. Minns, he would appoint as Instructor of the day George W. Bunnell, of San Francisco, whom he introduced to the Institute.

Mr. Bunnell then proceeded to deliver the following lecture on

The Art of Memory.

LADIES AND GENTLEMEN:

At the last meeting of this Institute I had the honor to present a few thoughts in regard to a plan for aiding the memory—that of Gouraud. On that occasion I attempted to demonstrate its utility as a medium for impressing permanently upon the mind, dates, figures embodying scientific and other useful statistics, and even arbitrary numbers. Its adaptability to Modern History, including that of our own country, was alluded to, but not fully illustrated.

I propose to-day briefly to point out some of the difficulties that lie in the way to an easy acquisition of the facts and dates of History; and to discuss the merits of this system as an agent for the removal of the thorns and brambles that choke up the pathway to this interesting and valuable branch of knowledge.

The first great obstacle that meets the student at the outset, is the difficulty of learning the dates that crowd upon the historic page. Then, arising from his inability to master this branch of the subject, is encountered the difficulty of associating the different events in the logical sequence of cause and effect, wherein dwells the soul—the philosophy of History. Thus, too, it becomes impossible, without great effort, to

form a correct generalization of these events. History may be compared to a vast territory, diversified by mountain, hill, valley, fertile meadow, barren and repulsive desert, rent here and there by vast chasms, the whole traversed by paths, some broad, direct and well beaten, others narrow, devious and rugged, crossing each other in every direction, some blending with others and entirely losing their identity, but all ultimately tending toward the foreground, where we stand—the Present. The dates of History are monuments of stone erected at intervals along these paths, guiding the traveller safely through their intricate windings if he but have in his mind the key to the characters written upon these way-marks. How frequently juvenile travellers along these roads get confused, and then completely bewildered, it is unnecessary for me to state to you, whose duty it so often becomes to help them out of the “sloughs of despond” in which they sink in their attempts to explore the broad fields of History. Dates are the bones of the skeleton, without the support of which History were a mere pulpy mass of confused matter. Suppose all knowledge of chronology were annihilated; how vague and profitless would all recorded History become. The more this subject is investigated, the more forcibly is it perceived that all the primary events of the world’s history are strange prophecies of those that succeed. This should be so, for cause and effect are as closely allied here as in the fixed sciences. Although cause and effect are prominent in the acts of man, as recorded in History, yet the subject is so grand that the human mind would probably fail in the attempt to arrange its parts in their proper order were it not for dates, which fix the exact relative position of every fact. And on the supposition that chronology—in very truth the *science of time*—were lost to man, in order to render available the results of his research into the annals of the past, he would be obliged to establish a conjectural system of dates. Let us suppose a child to have been taught the facts of History, without having had his attention directed to the dates. His mind being yet immature, might he not fall into the error of imagining that but a few centuries have elapsed since the ark rested upon Ararat, and that his own grandfather was contemporary with Columbus?

It is insisted upon by some that an accurate knowledge of dates is unnecessary; but it seems to me that facts and dates are inseparable. And I think that my fellow Teachers will agree with me in my opinion, that those of their pupils that have the best acquaintance with the facts of History are also the most prompt to give the dates. But I must confess I would have the children of our Schools taught merely a summary of the dates, notwithstanding their paramount importance, if they must go on learning them after the old method of humdrum repetition. To this view I incline the more seriously, by reason of the fact that even after they have been thus memorized they are very soon forgotten.

But I am occupying your time in enforcing propositions, the truth of which I think you have long since perceived.

It is not claimed in favor of the system of memory which I design to illustrate, that no labor, no effort of the memory, is requisite to study History by its aid. Patient labor, both on the part of Teacher and pupil, in this as in other studies, is the necessary forerunner of success. Hours of valuable time are wasted in our School-rooms in committing to memory figures that fade rapidly from the memory. Yes, the time thus spent is worse than wasted: for, by the wearisome effort to accomplish well nigh an impossibility, the student gradually acquires a distaste for his books. After hours spent in a futile attempt to commit to memory long columns of figures, he may well doubt the truth of the assertion that “*Nil mortalibus arduum est.*”

It is affirmed that by the use of this system infinitely more than is now even attempted can be really and permanently accomplished, and that too in much less time.

In order to render plain my application of the system to United States History, I

will repeat that portion of my last lecture which relates to the fundamental principles that form the basis of the system.

The consonant sounds of the language are made by an ingenious classification to represent the ten Arabic characters of the decimal notation. Thus we are enabled to represent *figures* by *words*, which, connected, as I shall presently illustrate, with the events of which the dates are to be memorized, are ten thousand times more easily remembered than the figures themselves; being, in fact, daguerreotyped upon the memory with wonderful permanency. The following table shows the connection between the sounds and the figures :

S A T A N M A Y R E L I S H C O F F E E - P I E .										
Primitive sounds	S	T	N	M	R	L	Sh	K	F	P
Correlative sounds	Z	D	.....	.....	.....	.....	J	Gh	V	B
	C soft	.....	.....	.....	.....	.....	Zh	Qu*	Ph	.....
	.....	.....	.....	.....	.....	.....	Ch	.....	.....	.....
	.....	.....	.....	.....	.....	.....	G	.....	.....	.....
	0	1	2	3	4	5	6	7	8	9

* And c hard, before a, o, u ; as in cap, cup, cot. Also, ch hard ; as in character.

It will be observed, on reference to the table, that only the consonant sounds represent figures ; the vowel sounds, together with the sounds of w, h and y having no numerical value.

The event and the word or words whose consonant sounds represent the figures of the corresponding date are incorporated in an appropriate sentence. This sentence must be introduced by the event, and always terminate by the mnemotechnic phrase. This combination is termed, for convenience, a formula. They are of two kinds, direct and homophonous. To compose a direct formula for an event, it becomes necessary—

First—To select one word or more whose consonant sounds correspond with the figures that form the date.

Second—To connect these words—called the *memory-words* of the formula—by as short a succession of words as possible, with the event, taking care to end the formula with the memory-words. For example: Let it be required to compose a formula for the discovery of the Mississippi by De Soto. The figures of the date are 1, 5, 4, 1. We may omit in the memory-word the sound for the first figure, (1), as we cannot possibly make an error of a thousand years by supposing that this event occurred in the year 541 A. D. Accordingly, in all such formulæ for Modern History it is unnecessary to have the first figure (1) represented by the memory-word, as it can always be supplied by the mind. We first find, then, a word containing the sounds of L (5), R (4), and D or T (1). Such a word is Lord. This memory-word may then be joined to the words expressing the event, thus :

When *De Soto arrived at the Mississippi*, he imposed upon the savages by telling them that he had been sent by the Lord.

This is an example of a direct formula ; all of this class are formed in a kindred manner. As in this example, it is often possible to make the formula an embodiment of an historical truth connected with the event to be memorized. Therefore, in this way, three things are at once learned, viz : the date, the event, and an important or interesting supplementary fact. The pupil by committing this formula to memory does not alone learn who discovered the river, and the date of the discovery ; he also has graven upon his mind a vivid picture of the great discoverer deluding the ignorant Indian with the story of his divine origin. Formulæ constructed upon this plan are in themselves historical fragments. Here is another example of such a formula :

The union of the New England Colonies was of the American Union the
Germ.

What child could read that sentence without having awakened in his mind an intense desire to trace the progressive unfoldings of that germ of promise? It was planted by strong patriot-hands in the weed-choked soil of tyranny. It was developed to a majestic tree by the heart's blood of the ancestors of our noble brothers, who are now bleeding and dying to prevent its being robbed of even a single bough by traitors. And now it towers the mightiest giant in the great forest of nations; scattering over a whole country its glorious fruits of Liberty. The dates of distinct historical events, differing essentially from each other, and calling up in the mind individualized pictures, can thus be memorized. But it would be impossible successfully to apply this plan, without modification, to the acquisition of the dates of such events as battles and treaties. The mental picture created at the mention of the name of any battle is that of multitudes of armed men, manœuvred in various ways; now advancing to the attack, now scattered and flying in disorder; veiled by clouds of smoke, rent here and there by flashes of fire from the throats of the booming cannon and the rattling muskets. Let me be understood. Such is the main idea which the name of any land battle produces in the mind. Though the learner may be conversant with the plan of each different combat, yet, so perfect is its general likeness to every other, that the memory-words of a formula commencing with the name of any battle could in almost every instance be quite as appropriately allied to any other battle. For the purpose of illustration, let us make for the battles of Fort McHenry and Huamantla the two direct formulæ :

The Battle of Fort McHenry could not well have been fought without the
Use of powder.

At the *Battle of Huamantla* was performed many an
Act heroic.

The memory-words, *use of powder*, give for the date of the first-named battle, September, 1814; and the words *act heroic*, for the date of the second, October, 1847. Now it is evident, for the reason mentioned, that the words *use of powder* (September, 1814,) would be quite as likely to be taken in the mind for the battle of Huamantla, as for that of Fort McHenry; and the words *act heroic* (October, 1847.) might be connected with the battle of Fort McHenry, or, in fact, with any other battle whatever. It is plain, then, that a different plan is required for formulæ relating to battles. This need has been supplied by the invention of the homophonous formula. The term homophonous, (from two Greek words—*homos*, signifying "the same," and *phona*, "sound,") is applied to those formulæ introduced by an expression sounding like the name of the battle, treaty, etc. To compose an homophonous formula—and this kind must always be used for battles—an expression is first found containing as nearly as possible the same sounds as the name of the battle for which the formula is to be composed. Thus, for Fort McHenry we might choose the homophonous words *forty mad hens*; and for Huamantla, a *war mantle*. The first homophone, *forty mad hens*, may be connected with the appropriate mnemotechnic phrase, thus :

Forty mad hens could be put to flight without the
Use of powder.

A formula is thus made which it would be very difficult to apply to any other battle than that of Fort McHenry. For the instant that the words Fort McHenry are mentioned, the homophonous words *forty mad hens* flash into the mind, and then the date words, *use of powder*, (September, 1814.)

For the battle of Huamantla we may use the similar sounding expression, a *war mantle*. The formula would then be :

A *war mantle* is the smoke of the battle field, which conceals beneath its sombre pall many an
Act heroic.

The memory-words, *act heroic*, after the formula has been once learned, could hardly be connected with the homophone, *forty mad hens*, corresponding to Fort

McHenry. This ingenious device enables us to make a distinctive formula for every battle.

The homophonous formula is, I think, more easily remembered than the direct.

It will be observed that these two formulæ give the months in which the battles occurred. The month is represented in a formula by making the first two sounds of the memory-word correspond to the first two of the name of the month. Thus, to denote January, the mnemonic phrase must commence with the sounds of J and N, or their equivalents in the table ; for February, with the sounds of F and B, or their equivalents, etc.

I will here state that the words and, or, in, of, for, an, the, to, at, on, as, than, from, with, though, and by, are to be omitted in determining the numerical equivalents of the memory-words.

In the formula for the battle of Fort McHenry, the first two sounds of the memory-words, those of S and B, stand for September. The month expressed in the phrase, *act heroic*, is October, represented by the sounds of C hard and R.

It is first necessary for the student to become quite familiar with the *table*, that he may be able to give the figures, when the sounds are mentioned, and vice versa. The labor of accomplishing this is very light. The formulæ are next to be learned. It will be found, that, after a formula has been committed to memory, it will be unnecessary, when a date is required, to repeat even mentally the whole formula : for the memory-words, having been logically connected with the event, when the formula was learned, will flash into the mind at once, at the mention of the event.

It must be remarked that when any formula is learned, (whether it be similar to the one before cited for the discovery of the Mississippi or not,) not alone the date is impressed upon the pupil's mind, but also the fact of the occurrence of the event to which the date belongs. Thus, when the tyro in History reads the formulæ for such events as the discovery of America, of Florida, and of the Pacific ; for the settlements at Port Royal, the Navigation Act, etc., he will become cognizant of the fact that such things are parts of the history of his country. Therefore, by learning the formulæ, he will acquire a good general knowledge of History ; and in order to perfect that knowledge it becomes necessary for him simply to learn the minutiae of the events of which the outlines are already in his brain. I would then recommend that the pupil first commit to memory, according to this system, the dates of History. He then should be required to find the different events in his text-book, and learn thoroughly the accounts there given, in this way forming upon the dry bones of History a rounded and perfect organism.

At the mention of any historical event, a mental picture is created in the mind of one who is acquainted with it. In the old system the picture is not connected with the date, but in the one that I have outlined the two are inseparably united. In this lies the grand difference between the two methods.

I have composed over three hundred formulæ for the events of United States History, including the battles of the different wars, the settlement and admission of the States, the inauguration of the Presidents, treaties, etc. I have put the system into practical operation in my School, and the result has been in the highest degree gratifying. Every member of my class manifested much zeal in learning the principles of the new system and the formulæ. In one term, not only all the formulæ just alluded to, comprising a full compendium of the dates of United States History, were mastered by each one, but also a greater amount of historical information exclusive of the dates was acquired than in the same length of time previously, when but a very limited number of dates, (soon to be forgotten,) were committed to memory by the common method—repetition.

In conclusion, I would remark that a member of this class, Master Charles Clark, is present to-day, who will, if it be your wish, demonstrate to you what can be done by

children with the assistance of this system. He is prepared to answer a large number of the dates of United States History, a selection of ancient dates, and the latitudes and longitudes of many of the principal cities of the world—451 dates and 71 latitudes and longitudes. He will also repeat, from memory, the ratio of the diameter to the circumference, consisting of 155 figures, the arrangement of which, as you all know, is entirely arbitrary, and then mention the place of any figure, counting from the first.

At the conclusion of Mr. Bunnell's address, Charles Clark, a boy of fourteen years of age, who had been a pupil of Bunnell's, was called for to answer questions illustrative of the mode of teaching embraced in the address. Questions written out upon sheets of paper were distributed throughout the room, and all were invited to ask the boy any questions that might be found thereon. These questions were of very wide scope, embracing deaths of remarkable persons of antiquity; the latitude and longitude of various cities, and many leading historical events of the world, besides many of lesser note. For instance, the question of the date of the Cataline Conspiracy was followed by asking the time of the Dorr Rebellion in Rhode Island, and the date of the death of Abraham by asking the latitude and longitude of Moscow. Mr. Bunnell challenged any one to confuse his pupil, which he claimed to be an impossibility, as the formulæ by which he had learned these dates and facts were not liable to confusion. The result of the examination showed the truthfulness of the statement, as the examination of Master Clark continued for about half an hour, during which time he never failed to answer almost immediately every question put to him.

Mr. Bunnell, at the conclusion of the examination of Master Clark, said that as this was his second lecture upon the same subject, he would state, in answer to inquiries, that he had prepared a full set of formulæ—over three hundred—containing all the leading events of the History of the United States, and that if Teachers and other friends of Education were desirous of procuring them he would have them printed, provided he could have sufficient money subscribed to pay for the printing, which would cost one hundred and twenty-five dollars.

Mr. Lynde, of El Dorado, said he would like to make one inquiry of Mr. Bunnell, and that was whether he thought that method of cultivating the memory had advantages over and above any other system.

Mr. Bunnell said he had always found that when you crowd the minds of your pupils with a lot of miscellaneous and arbi-

trary figures that it tends to confuse rather than aid the memory; whereas any one could see that by this system of formulæ no confusion could result from it. The memorization of the formulæ was certain to result in the acquisition of the knowledge intended to be acquired, and must be a superior method of cultivating the memory.

Dr. Peck wished to inquire the cost per copy of the formulæ, provided the amount necessary to get them printed was subscribed.

Mr. Bunnell said that he would put the price of each copy at fifty cents, as he supposed the sale would be very limited, and confined alone to this State.

Dr. Peck said he had been very much pleased with the examination of Master Clark, and had no doubt of the superiority of the instruction imparted by means of these formulæ. He should subscribe for a sufficient number of copies to furnish a class, of which his little girl was a member.

The President.—At the close of the Institute all who are desirous of procuring the formulæ can see Mr. Bunnell here, and I have no doubt the sum required can be raised without any difficulty.

Rev. Wm. H. Hill said he was satisfied that the system which these formulæ would inaugurate was good. Some of them were humorous, which would tend to help the mind along. His own opinion was, that a devotion to a particular arbitrary set of characters was rather injurious to the memory. He had been associated with a stenographic reporter, now dead, in the earlier part of his life, and while the stenographic reporter confined himself entirely to his arbitrary characters, he only used the consonant characters of the language, and while his own memory was strengthened thereby, that of the stenographic reporter was weakened, as, after being associated with him some years, he came to rely upon him entirely for the names of those persons who had participated in the debates which they were required to write out.

The Institute then adjourned to two o'clock, P. M., to organize at that time into an Educational Convention.

STATE EDUCATIONAL CONVENTION.

At two o'clock, p. m., the Convention was called to order by Hon. A. J. Moulder.

The following is the list of the delegates in attendance. [The Post-Office address of such delegates as handed it to the Secretary with their names, is given.]

List of Delegates.

ALAMEDA COUNTY.

ISRAEL JONES.
J. W. JOSSELYN.

F. M. BARTLETT.
Miss SARAH LAKE.

AMADOR COUNTY.

LANSING TOOKER.

HARVEY E. BABCOCK.

BUTTE COUNTY.

T. L. VINTIN, Cherokee Flat.

CALAVERAS COUNTY.

Hon. ROBERT THOMPSON.....Superintendent, Mokelumne Hill.	
W. E. CROWELL, Mokelumne Hill.	J. H. WELLS, Campo Seco.
P. PAULK, Mokelumne Hill.	R. E. COMINS, Angel's.
Miss E. HASKINS, Mokelumne Hill.	PETER LEONARD, Vallecito.
Mrs. E. FOSTER, Mokelumne Hill.	Miss ROSA LYNXWILER, Angel's.

COLUSA COUNTY.

— JOHNSON, Colusa.	Mrs. MARY SPRINGSTED, Colusa.
Miss LAURA COOPER, Colusa.	

CONTRA COSTA COUNTY.

Rev. H. RICHARDSON, San Pablo.	I. N. BURKE, Pacheco.
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EL DORADO COUNTY.

M. A. LYNDE.....Superintendent, Diamond Springs.	
S. D. BAKER, Diamond Springs.	LEANDER CUMMINGS, Mud Springs.
CYRUS BARTLETT, Placerville.	Miss I. O. IRVING, Placerville.
Miss ANNA MILLER, Placerville.	

NAPA COUNTY.

WILLIAM DOVEY, Sebastopol.	R. N. STURM.
B. W. ARNOLD.	

NEVADA COUNTY.

WILLIAM E. PRESSY.

PLACER COUNTY.

A. H. GOODRICH.....Superintendent.	
JOHN S. LUTY.	WILLIAM CARROLL.
A. H. McDONALD.	Miss FANNIE S. HASWELL.
Mrs. E. G. BAKER.	

THE STATE TEACHERS' INSTITUTE

SACRAMENTO COUNTY.

Dr. F. W. HATCH.....Superintendent, Sacramento City.

Rev. W. H. HILL. Rev. JESSE T. PECK, D. D.,

(Directors Schools, Sacramento City.)

S. A. SMITH, Sacramento City.

E. G. DOWNER.

GEORGE SMITH, Sacramento City.

W. B. LAWLOR.

J. M. HOWE, Sacramento City.

B. S. CROSBY.

M. L. TEMPLETON, Sacramento City.

J. M. SIBLEY, Folsom.

Miss MARY McCONNELL, Sac. City.

Miss MAGGIE McGREGOR.

Miss HATTIE OSBORN, Sac. City.

Miss FLORENCE CHAMBERLAIN.

Miss E. R. SPALDING, Sac. City.

Miss MARTHA WARREN.

Miss MARY STINCEN, Sac. City.

Miss MARY A. KEEGAN.

Miss KATE COLLINS, Sac. City.

Mrs. LUBA ORR.

Miss M. J. CLAYES, Sacramento City.

Mrs. MARGARET E. WOIF.

Miss MARY HOWE, Sacramento City.

Mrs. L. A. BOOTHBY.

Miss J. G. KERCHEVAL, Sac. City.

Miss MARY A. DUNN.

J. A. SIMMONS.

Miss E. M. MILLAN.

A. S. DUBOIS, Mormon Island.

Miss S. A. WILLIAMS.

R. D. H. YECKLEY.

Miss CARRIE HALL.

E. J. SCHELLHOUSE.

Mrs. JULIA FOLGER.

W. A. ANDERSON.

Mrs. A. M. MITCHELL.

Mrs. EMILY J. CLARK.

SAN FRANCISCO COUNTY.

GEORGE TAIT.....City and County Superintendent.

GEORGE W. MINNS, San Francisco.

HUBERT BURGESS, San Francisco.

GEO. W. BUNNELL, San Francisco.

Mrs. JOHN SWETT, San Francisco.

JOHN SWETT, San Francisco.

Mrs. GEO. W. BUNNELL, San Fran.

J. C. PELTON, San Francisco.

SAN JOAQUIN COUNTY.

I. S. LOCKE.....Stockton City Superintendent.

CYRUS COLLINS.....County Superintendent, Stockton.

M. I. RYAN, Stockton.

W. CARTWRIGHT, Stockton.

W. S. HUNT, Stockton.

Mrs. E. A. MITCHELL, Stockton.

JOSEPH HOLDEN, Stockton.

Miss CLARA B. LOOMIS, Stockton.

ISAAC R. WILBUR, Stockton.

Miss MATTIE P. MILLER, Stockton.

Miss MARY ROBINSON, Fugitt's.

SANTA CLARA COUNTY.

J. H. HILL, San José.

S. BUSH, San José.

SONOMA COUNTY.

C. G. AMES, Santa Rosa.

E. S. STOCKWELL, Healdsburg.

JAMES J. MAXWELL, Healdsburg.

STANISLAUS COUNTY.

T. W. J. HOLBROOK, Knight's Ferry.

GEO. W. SCHELL, Knight's Ferry.

TUOLUMNE COUNTY.

JOHN GRAHAM, Columbia.

A. L. FULLER, Shaw's Flat.

YOLO COUNTY.

H. J. SPENCER, Woodland.

W. S. REAVIS, Cache Creek.

H. A. PIERCE, Woodland.

J. D. BICKNELL, Woodland.

STATE AT LARGE.

J. H. SHANNON.

NEVADA TERRITORY.

W. G. BLAKELY.....Superintendent, Virginia City.

The President of the Convention suggested a motion to appoint a temporary Secretary.

M. I. Ryan was then, on motion, elected Secretary *pro tem*.

The following Vice-Presidents were then elected :

F. W. HATCH, Sacramento.

A. H. GOODRICH, Placer.

I. S. LOCKE, San Joaquin.

M. A. LYNDE, El Dorado.

Rev. H. RICHARDSON, Contra Costa.

E. S. STOCKWELL, Sonoma.

T. W. J. HOLBROOK, Stanislaus.

JOHN GRAHAM, Tuolumne.

GEORGE TAIT, San Francisco.

SOLOMON BUSH, Santa Clara.

ISRAEL JONES, Alameda.

Hon. R. THOMPSON, Calaveras.

J. B. McCHESNEY, Butte.

D. C. STONE, Yuba.

J. W. ANDERSON, Yolo.

CYRUS BEARD, San Mateo.

WILLIAM DOVEY, Napa.

On motion of John Graham, M. I. Ryan was then elected permanent Recording Secretary.

On motion of John Swett, George W. Minns was elected Corresponding Secretary.

The President.—In the permanent rules of our organization we are required to have a Treasurer, to take charge of our funds. [Laughter.]

M. I. Ryan was then chosen Treasurer.

The President.—The Convention is now fully organized. The first business in order will be the consideration of Text-Books. There is a report upon this subject, prepared by Mr. Minns, of San Francisco, which is now in the hands of a member of the Convention.

Rev. Mr. Hill inquired of the President who were entitled to membership in the Convention.

The President stated that any person engaged in teaching, or who was connected with any Educational Board, and any past Trustees of Boards of Education, were eligible to membership on coming forward and signing the Constitution.

Rev. Mr. Hill.—Do you understand that they are eligible, or are members when they present their names?

The President.—When they have been favorably reported on by a Committee, and have signed the Constitution. *

Rev. Mr. Hill.—That should have been attended to yesterday.

* See B, in Appendix.

By that decision, Dr. Peck will not be entitled to a seat here, as he has not been before a Committee. I have not yet signed the Constitution, myself; and as there may be others present in the same condition, I move that all Teachers and Members of Boards of Education present be admitted to membership without at this time undergoing the formality of signing the Constitution.

Dr. Peck said that was quite unnecessary, if they were permitted to occupy the floor and make motions.

The motion was put and carried—more than two thirds of the members present voting in the affirmative.

The next business in order being the reports of Committees, the President stated that the report of the Chairman of the State Committee on Text-Books, George W. Minns, was in the hands of a member of that Committee. Not more than one fifth of the members of that Committee were at this Convention, and the report had not been as yet submitted to them. Probably it would be as well for the report to be presented to the Convention, to be considered *seriatim*.

Mr. Swett hoped that the report would be first read entire. Afterwards the distinct reports which it embodied might be considered understandingly by the Convention.

M. I. Ryan, a member of the Committee on Text-Books, then commenced the reading of the following report.

REPORT OF STATE COMMITTEE ON TEXT-BOOKS.

The Committee appointed at the last meeting of the California State Teachers' Institute, to recommend a uniform system of Text-Books for use in the Public Schools throughout the State, have had the subject under consideration, and submit the following

REPORT:

The great variety of Text-Books used in the different Schools of the State is a source of much embarrassment to Teachers, and seriously retards the progress of scholars. It not unfrequently happens that parents, having moved from one county to another, are called upon to purchase almost an entirely new set of Text-Books for their children in the Schools to which they have been transferred. In many Schools in the country, several different Text-Books on the same subject are used by the same class. Such a state of things is a great evil.

The Committee therefore, appreciating the importance of the subject, have given it great attention. The object desired is two-fold: First, to have a uniform system of Text-Books adopted in the Public Schools; and, Secondly, if possible, to have each book the best of its kind. If all were agreed which are the best Text-Books, and were correct in their opinion, both objects would be attained without difficulty. But it is precisely upon this point that there is room for difference of opinion. Every Teacher may have his favorite work, and if he should insist upon the Convention approving his choice, nothing would be accomplished. In order to effect the purpose for which the Committee were appointed, the Committee felt that there must be a yielding of opinion to and from one another, among themselves, and among the members of the Institute. Keeping carefully in mind the object, namely, to introduce a uniform system of Text-Books in all the Public Schools, the Convention should endeavor, by a candid comparison of opinions, to determine which are the best Text-Books for that purpose, every Teacher being willing to yield or to modify his opinions, in order that the very desirable result which all wish to accomplish may be attained.

The Committee would state, that in selecting certain Text-Books they do not intend to disparage the work of any author on the same subject. They do not doubt the merits of works not embraced in the list which they recommend, nor that their authors are men of ability and learning. But the Committee were obliged, by the resolution appointing them, to make a *selection*, and were in fact embarrassed in so doing, by the multiplicity of School-books presented for their consideration, "of the making" of which "there is no end."

In submitting the following list of Text-Books for the action of the Convention, the Committee beg leave to say that it is the result of a personal examination and comparison of a very large number of Text-Books in all the different branches, (which examination has been laborious, protracted, and thorough;) of a comparison of the list with the course of studies adopted in the Schools of the principal cities of the Union; and of correspondence with many persons distinguished for their interest in the cause of Education.

The Committee wish to acknowledge the great assistance which they have received from the valuable reports on Text-Books made by various Committees to the Institute

at its last session. It will be seen that in many respects the present Committee concur in the recommendations of their predecessors. In such cases, to avoid repetition, the Committee simply state the fact of their concurrence, referring the Institute, for extended notice of the books, to the published proceedings of the last Convention. Whenever there is a difference of opinion, the Committee give their reasons for the change they make.

Text-Books.

READING, SPELLING, AND DEFINING.

The National Series of Readers—being the National Primer, the First, Second, Third, Fourth, and Fifth National Readers. By Richard G. Parker and J. Madison Watson. A. S. Barnes & Burr, New York.

Russell's Elocutionary Chart. By William Russell.

Elementary Spelling Book; Pronouncing Spelling Book. By Joseph E. Worcester. Swan, Brewer & Tileston, Boston.

Exercises for Dictation and Pronunciation; containing a large number of the most difficult words in the language, including nearly three hundred military and war terms, together with a variety of useful lessons. For the use of higher classes. By Charles Northend. A. S. Barnes & Burr.

A Practical Guide to English Pronunciation. By Edward J. Stearns. Crosby, Nichols & Co., Boston.

J. E. Worcester's Unabridged, Universal, Academic, Comprehensive, Elementary, or Primary Dictionary. Webster's Unabridged, Royal Octavo, The New University, The Academic, The High School, The Common School, or Primary.

The Committee prefer Worcester's Dictionaries.

[The Convention substituted Sargent's Spellers for Worcester's Spellers, and Sargent's Readers for Parker & Watson's.—ED.]

GRAMMAR AND COMPOSITION.

Oral Introductory Course to the Study of English Grammar, for Beginners. By Samuel S. Greene. H. H. Bancroft & Co., San Francisco.

A New English Grammar. By Allen H. Weld and George P. Quackenbos. Phinney, Blakeman & Mason, New York.

For advanced students, Course of Composition and Rhetoric. For beginners, First Lessons in Composition. Both by G. P. Quackenbos. D. Appleton & Co., New York. If a more simple work is desired, the Committee recommend First Book in Composition, on a new plan, by F. Brookfield. A. S. Barnes & Burr. It is a charming little book, and will make Composition easy and attractive.

In studying the portion of Quackenbos' Advanced Course relating to Punctuation, it is recommended that pupils be required to write the exercises under the more important rules only.

S. W. Clark's System of Diagrams, as explained in his First Lessons or Practical Grammar. For the Teacher. A. S. Barnes & Co.

The Committee advise Teachers to learn this system, which is easily mastered, and practise their scholars in analyzing according to it. The advantages are—the interest which pupils take in the exercise; every member of the class is employed; and the Teacher can tell, by a glance at the slate of each pupil, whether his analysis is correct.

[To this list the Convention added Greene's Elements of English Grammar.—ED.]

ARITHMETIC.

A New Primary Arithmetic. By James S. Eaton. Warren Colburn's Intellectual Arithmetic, New Edition; with a short introduction to Written Arithmetic by his son, Warren Colburn. Both works published by Brown & Taggard, Boston.

Progressive Practical Arithmetic, for Common Schools. Key for the Progressive Practical. By Horatio N. Robinson. Ivison & Phinney, New York.

MATHEMATICS.

For a High School.—Higher Arithmetic; Elementary Algebra, (for girls;) Elements of Algebra on the basis of M. Bourdon, or University Algebra; Key to the same; Elementary Geometry, (for girls;) Elements of Geometry and Plane and Spherical Trigonometry, with numerous practical Problems, Logarithmic Table, and a Table of Natural and Logarithmic Sines, Co-sines, and Tangents; Surveying and Navigation. By Horatio N. Robinson or Charles Davies.

Practical Mathematics, with Drawing and Mensuration, applied to the Mechanic Arts. By Charles Davies. A. S. Barnes & Burr.

In the higher Mathematics, Professor Davies' works are of very great merit: so also are those of Professor Robinson. It is very difficult to choose between them; but, as it is necessary to make a selection, the Committee concur in the report of the Committee of 1861, and recommend Professor Charles Davies' advanced works, and a reference, on the part of the Teacher, to Professor H. N. Robinson's course of Mathematics.

[The Convention inserted "Robinson's" before "Higher Arithmetic," making it to read "Robinson's Higher Arithmetic."—Ed.]

MORAL AND INTELLECTUAL SCIENCE,

For Intermediate, Grammar, and Mixed Schools.—Elementary Moral Lessons. By M. F. Cowdery. H. Cowperthwait & Co., Philadelphia.

Elements of Moral Science. By President Francis Wayland. Phillips, Samson & Co., Boston. For High Schools.

Elements of Mental Philosophy, (abridged,) for High Schools. By Thomas C. Upham. Harper & Brothers.

MUSIC.

The Musical Bouquet and Institute Choir. By William B. Bradbury and Charles C. Converse. For High Schools and the first class in Grammar and Mixed Schools. For other departments, the Golden Wreath. By L. A. Emerson.

The School Harmonium, manufactured by Mason & Hamlin, 274 Washington street, Boston. Price, eighty dollars.

CALISTHENICS AND GYMNASTICS.

The Family Gymnasium. Fowler & Wells, New York.

Dr. Dio Lewis' Gymnastic Monthly and Boston Journal of Physical Culture. One dollar a year.

The New Gymnastics for Men, Women and Children. By Dr. Dio Lewis. With three hundred illustrations. Ticknor & Field, Boston. The best book on the subject.

OBJECT TEACHING.

Object Lessons, designed for the use of Teachers in Primary Schools. By A. S. Welch, Principal of Michigan State Normal School. A. S. Barnes & Burr.

Primary Object Lessons, for Teachers and Parents. By N. A. Calkins. Harper & Brothers.

GEOGRAPHY.

A Primary Geography, on the basis of the Object Method of Instruction. By For-dyce A. Allen, Principal of the Chester County Normal School, Pennsylvania. J. B. Lippincott & Co.

First Book of Geography, and Intermediate, or Common School Geography, for

Grammar Schools; Physical Geography, for High Schools. All by D. M. Warren. H. H. Bancroft & Co., San Francisco.

The only difference between the Intermediate and the Common School Geography is, that the former, being designed for the Schools of this State, contains a large map of California; also, of the Environs of Sacramento and San Francisco.

The Committee call the attention of Teachers to the following work which is now in preparation. If carried out on the same plan as the Primary Geography, the book will have great merit.

An Intermediate Geography, on the basis of the Object Method of Instruction: embracing Ancient and Modern History, Physical, Political, and Mathematical Geography: philosophically prepared and arranged for Common Schools. By Fordyce A. Allen.

Cornell's Cards for the Study and Practice of Map Drawing. D. Appleton & Co., New York.

For a High School.—Ancient Geography and Atlas. By S. Augustus Mitchell. Cowperthwait & Co.

Guyot's Slate Map-Drawing Cards. These can be drawn upon with a slate, soap-stone, or chalk pencil, and cleaned with a clean, damp sponge, when the card will be left in its original state, and ready for use again. With proper care, they can be drawn on over five hundred times. On one side of each card will be found the coast lines; and on the other side, the rivers of the same portion of the earth. Price, one dollar per set.

Another set is printed on a fine quality of paper, and will be known as Guyot's Map-Drawing Cards. Price, thirty-eight cents per set.

Both sets for sale by Charles Scribner, 124 Grand street, New York. Whole set, sixteen maps.

Mapping Plates, or Skeleton Maps, for Map Drawing, three cents each; by mail, prepaid, four cents. This series of Maps consists of twenty-six sheets, of School Atlas size, having the parallels and meridians printed. Holbrook School Apparatus Company, New York.

[For Warren's First Book in Geography, and Warren's Intermediate, or Common School Geography, the Convention substituted Cornell's Grammar School Geography, and added to the list Pelton's Outline Maps.—Ed.]

BOOK-KEEPING.

Hanaford & Payson's System of Book-keeping, comprised in three books. By L. B. Hanaford and J. W. Payson, Principals of the Boston Mercantile Academy.

Single Entry. Common School Edition. Blanks for the same.

Double and Single Entry. High School Edition. Blanks for the same.

Academic Edition. Comprising Commercial Arithmetic, etc., etc. Blanks for the same. Published by Crosby & Nichols.

PENMANSHIP.

A System of Penmanship, in ten numbers. By Hubert Burgess. H. H. Bancroft & Co., San Francisco. This system is introduced into the Schools of San Francisco.

An Improved School Inkstand and Inkstand Filler, manufactured by Orrin N. Moore, Boston, are highly recommended.

The Perfection Ink-Well is sold by the Holbrook School Apparatus Company, New York.

DRAWING.

A System of Drawing, in four numbers. By Hubert Burgess. Three are already completed; the fourth is nearly ready for use. This system has been adopted by the Board of Education of San Francisco.

A system of exercises introductory to Drawing, commencing with those for primary pupils, by the same author, is also in use in the Schools of San Francisco.

Burgess' Exercises for Primary Pupils, in use in San Francisco, are found admirably suited to employ the pupil pleasantly and profitably. They furnish copies of the alphabet, large and small, written and printed, also of figures, and purely elementary lessons in Drawing for slate and black-board exercises.

All the works on Drawing for sale by Kenny & Alexander, San Francisco.

HISTORY.

Illustrated School History of the United States and the adjacent parts of America, from the earliest discoveries to the present time; embracing a full account of the aborigines; biographical notices of distinguished men; numerous maps, plans of battle-fields, and pictorial illustrations. By G. P. Quackenbos. D. Appleton & Co.

Elements of History, Ancient and Modern. By Joseph E. Worcester. William J. Reynolds & Co., Boston.

Willard's Map or Temple of Time; Willard's American Chronographer; Willard's English Chronographer. A. S. Barnes & Burr.

A Comprehensive Chart of American History. By Marcius Willson. Colored, mounted, and varnished. Size, five feet by six. Price, six dollars. Ivison & Phinney.

Stream of Time, or Chart of Universal History; from the German of Strauss. Forty-three by thirty-two inches. Price, mounted, three dollars. Holbrook School Apparatus Company, New York.

NATURAL SCIENCES.

For the Primary and Intermediate Departments.—The Child's Book of Common Things, and the Child's Book of Nature. Both by Dr. Worthington Hooker. These books may be used by the children, or by the Teacher alone.

For the Grammar Department.—Hooker's First Book in Physiology; Rudiments of Natural Philosophy and Astronomy, by Denison Olmsted; or Natural Philosophy, by G. P. Quackenbos, if a more extended work is desired. How Plants Grow, by Asa Gray. Hooker's Natural History may be used as a general exercise.

For a High School.—Quackenbos' Natural Philosophy; Gray's How Plants Grow; Elements of Astronomy, by John Brocklesby, or Olmsted's School Astronomy; Human Physiology, for Colleges and Higher Classes in Schools, by Dr. Worthington Hooker; Chemistry, by John A. Porter, with Edward L. Youman's Atlas and Chart of Chemistry—by means of which the Teacher can illustrate to the eye the principles of chemical combination; Mineralogy, (small edition,) by James D. Dana; Elementary Geology, (last edition,) by President Edward Hitchcock; Paley's Natural Theology, edited by John Ware, M. D.; A Manual of Agriculture, by George B. Emerson and Charles L. Flint. Swan, Brewer & Tileston, Boston.

Dr. Hooker has just published a First Book of Chemistry, which "can be readily comprehended by pupils of average capacity, of twelve years of age, especially if they have gone through the Child's Book of Nature, which it is intended to follow. At the same time, it is fitted for older scholars, to whom the subject of Chemistry is entirely new."

Every one who has read or used Dr. Hooker's books for the young has been delighted with them. He is one of that rare class of men, who, eminent for their learning, know how to draw from their great stock of knowledge exactly what is intelligible and interesting to the young. His style is a model of simplicity and clearness.

This book is to be followed by three other books for the next higher grade of pupils. Part I., Natural Philosophy. Part II., Chemistry. Part III., Mineralogy.

These books will be well worth the examination and consideration of all interested in the cause of Education.

A very convenient apparatus for the exhibition of experiments in Chemistry is manufactured and neatly packed by James R. Chilton, 93 Prince street, New York. Price, there, twenty-three dollars. It consists of a pneumatic trough, bell glass, funnel tubes, funnels, retorts and retort-stand, receiver, sand-bath, hydrogen generator, crucibles, a spirit-lamp, a set of test-tubes and stand, hydrogen pistol, a gas-bag and jets, stop-cock, connectors, etc.; together with some of the rare chemicals used. Foster's First Principles of Chemistry, by Harper & Brothers, should be purchased with this apparatus, as it gives minute directions for its use.

POLITICAL SCIENCE.

For the First Class in Grammar Schools.—Howe's Young Citizens' Manual. A. S. Barnes & Burr.

For a High School.—The Constitutional Text-Book: a practical and familiar exposition of the Constitution of the United States. By Furman Sheppard. Childs & Peterson, Philadelphia.

The Committee also notice a work published by A. S. Barnes & Burr, entitled School-Boys' Infantry Tactics, with illustrations.

ELOCUTION.

The Little Orator: Entertaining Dialogues. By Charles Northend. A. S. Barnes & Burr.

The Progressive Speaker and Common School Reader. Published by Bazin & Ellsworth, Boston.

Self-Culture in Reading, Speaking and Conversation. By William Sherwood. A. S. Barnes & Burr.

The Intermediate Standard Speaker. By Epes Sargent.

The Standard Speaker. By Epes Sargent.

Original Dialogues. By Epes Sargent. John L. Shorey, Boston.

The New York Speaker. By Warren P. Edgerton. Mason Brothers, New York.

The Humorous Speaker. By Oliver Oldham. Ivison & Phinney.

The Book of Oratory. By Edw. C. Marshall. D. Appleton & Co.

[The Convention added Russell's Vocal Culture and Bronson's Elocution.—En.]

CHARTS, MAPS, AND APPARATUS FOR PRIMARY SCHOOLS.

Holbrook's Apparatus, consisting of a numeral frame, geometrical solids, magnet, an eight-inch terrestrial globe, a five-inch hemisphere globe.

The Committee recommend the purchase of Holbrook's *best* apparatus, as the *best* is the *cheapest*.

The Teacher's Guide to Illustration: to accompany Holbrook's School Apparatus. A very useful little work.

Holbrook's Primary Drawing Slate; Nos. 1 and 2; each twenty-five cents. These slates teach the right manner of holding the pen; give copies of writing-letters, both small and capitals; and furnish a variety of drawing copies. They are all *muffled*. They are expressly adapted to the system of Primary Instruction now in course of preparation by Hon. John D. Philbrick, Superintendent of the Public Schools of Boston. Full directions for using them will be given in the Boston Primary School Manual. There have been ten thousand of these slates introduced into the Boston Schools.

Foot rule, yard stick, tape measure; gill, pint, quart, gallon, peck and half bushel measures; squares of pasteboard, one inch, one foot, and one yard; beans or pebbles, for counting; a pair of scales, with two half-ounce, eight one-ounce, four four-ounce, two eight-ounce, one each of one-pound and two-pound weights.

A Map of California.

Colton's Pictorial Cards, or pictures of a lake, a river, an island, etc.

Cornell's Outline Maps, (consisting of twelve,) with a Key.

Charts, accompanied by a Manual of Object Lessons and Elementary Instruction. By Marcus Willson & N. A. Calkins. Harper & Brothers. The series embraces twenty-two Charts, each about twenty-two by thirty inches, abounding in colored illustrations.

I.—*Elementary Charts*.—No. 1, Elementary Reading. Nos. 2, 3, 4, 5, 6, Lessons in Reading. No. 7, Elementary Sounds. No. 8, Phonic Spelling. No. 9, Writing. No. 10, Simple Drawing. No. 11, Chart of Lines and Measures. No. 12, Forms and Solids.

II.—*Color Charts*.—No. 13, Familiar Colors. No. 14, Chromatic Scale of Colors.

III.—*Natural History Charts*.—No. 15, Economical Uses of Animals. No. 16, The Classification of Animals. No. 17, Birds. No. 18, Reptiles; Fishes. No. 19, Botanical. Forms of leaves, stems, roots, and flowers. No. 20, Botany. The Classification of Plants. Nos. 21 and 22, Economical Uses of Plants. These Charts contain colored illustrations of common fruits; common root plants; the cereals; rare fruits from warm countries; medicinal plants; plants used for beverages, for manufactures, for coloring, spices; miscellaneous uses.

The Manual will be found indispensable to a thorough and systematic course of instruction from these Charts.

Prices.—Elementary Charts, mounted, two Charts on a board, each board, sixty cents. Elementary Charts, in sheets, sent by mail, prepaid, each Chart, twenty-five cents.

Color Charts; the pair, mounted, one dollar and eighty cents. Familiar Color Charts, in sheets, by mail, prepaid, ninety cents. Chromatic Scale of Colors, in sheets, by mail, prepaid, sixty cents.

Natural History Charts, mounted, two Charts on a board, each board, ninety cents. In sheets, sent by mail, prepaid, each Chart, thirty-five cents.

Whole set, mounted, nine dollars. Whole set, in sheets, by mail, prepaid, seven dollars and thirty cents.

TYPE LETTER CARDS.

In connection with the exercises on the early Reading Charts, a set of Type Letter Cards has been prepared, combining both amusement and instruction. Of the same size as the large letters on the Reading Charts, these Cards are designed to be used by children in setting up a great variety of words and sentences, with their appropriate capitals, pauses, spaces, and inflections. They will aid in learning the alphabet, in learning to read, to spell, to count, and to compose a great variety of sentences. One set embraces more than two hundred and fifty pieces; but the set may be doubled, trebled, etc. A suitable Frame would be a convenience, for setting up sentences, etc.

THE BOSTON PRIMARY SCHOOL TABLETS; WITH A MANUAL.

Prepared by Hon. John D. Philbrick, Superintendent of the Boston Public Schools. The set comprises twenty tablets, mounted on ten cards, twenty-one by twenty-seven inches. Price per set, in sheets, four dollars. Mounted, five dollars. Sample sets, in sheets, sent by mail, post-paid, on receipt of price, four dollars. Brown & Taggard, Publishers, Boston.

These Tablets have been introduced into the San Francisco Public Schools, and have given great satisfaction.

A set of wine measures is made by Holbrook, expressly for Schools; in nests, one dollar and fifty cents. Also, a set of weights for seventy-five cents.

For any of the Holbrook Apparatus, address F. C. Brownell, 25 Howard street, New York.

MAPS AND APPARATUS FOR GRAMMAR AND MIXED SCHOOLS.

A Map of California.

J. H. Colton's Maps of the World and its grand divisions, are considered the best.

A very good Map has been published by Jacob Monk, Philadelphia, called the "Continental Map of North America; compiled from recent Government Surveys and other sources: 1862." It has a list of forts, arsenals, etc.; a Census of the United States and Canadas in 1861; a Chart of the Physical Features of the United States and the Canadas.

There has lately appeared an excellent Map, called The Naval and Military Map of the United States.

Colton has lately published an improved Map of North America, the adjacent islands and countries.

Colton's Map of the Western Gold-Fields, comprised in the Territories of the United States west of the Mississippi, and also in British Columbia, Vancouver's Island, as far north as the 55th parallel: 1862.

J. H. Colton's New Atlas of the World: 1861. This is an invaluable Atlas to the Teacher. It shows most places of prominent interest in both Ancient and Modern History, late discoveries, new civil divisions, and has maps illustrating the leading facts of Physical Geography.

W. Holt, 305 Montgomery street, has always on hand a large assortment of Maps and Charts.

Holbrook's Apparatus for Common Schools. Tellurian, geometrical solids, terrestrial globe, (eight-inch,) with horizon and quadrant, celestial sphere, hemisphere globe, (five-inch,) magnet, cube root block, orrery—with the Teachers' Guide to Illustration.

Ide & Dutton, Boston, have Loring's Low-Stand Globes, at five dollars, ten dollars, and thirteen dollars each; a Franklin Globe, for twelve dollars; and a Semi-Frame Globe, for two dollars and fifty cents.

If Apparatus to illustrate Natural Philosophy is desired, N. B. Chamberlain & Sons, or E. S. Ritchie, Boston; the Holbrook School Apparatus Co., or Benjamin Pike, Jr., New York City, will furnish sets for from one hundred dollars up to five hundred dollars.

Remarks on Text-Books.

The following books receive the recommendation of this Committee, and also of the Committee which reported to the Institute in eighteen hundred and sixty-one:

Parker & Watson's National Series of Readers; Robinson's Practical Arithmetic, Higher Arithmetic, and Davies' and Robinson's course of Higher Mathematics; Cowdery's Moral Lessons; Wayland's Moral Science; Upham's Mental Philosophy; Musical Bouquet and Institute Choir; Golden Wreath; The Family Gymnasium; Cornell's Cards for the Study and Practice of Map Drawing; Cornell's Outline Maps; Burgess' System of Penmanship and Drawing; Worcester's Elements of General History; Hooker's Child's Book of Common Things; The Child's Book of Nature, Natural History, First Book in Physiology, and Human Physiology—all by the same author; Olmsted's Rudiments of Natural Philosophy and Astronomy; Olmsted's School Astronomy; Gray's How Plants Grow; Quackenbos' First Lessons in Composition, Advanced Course in Composition and Rhetoric, and Natural Philosophy; Brocklesby's Elements of Astronomy; Porter's Chemistry; Youman's Atlas and Chart of Chemistry; Dana's Mineralogy; Hitchcock's Elementary Geology; Holbrook's School Apparatus; Colton's Maps; Russell's Elocutionary Chart; Warren's Physical Geography.

SPELLING AND DEFINING.

The Committee think that the National Elementary Speller, the National Advanced Speller, Smith's Grammar School Speller, Smith's Juvenile Definer, Smith's Definer's Manual, Lynd's First Book of Etymology, and Lynd's Class-Book of Etymology—recommended to the Institute in eighteen hundred and sixty-one—make too long a list for introduction in our Schools. They have, therefore, substituted Worcester's Elementary Spelling Book, Worcester's Pronouncing Speller, and Northend's Dictation Exercises for advanced classes.

In Worcester's Pronouncing Spelling Book, as in his Elementary Speller, the design is to give both the orthography and punctuation which are in accordance with the practice of the best speakers and writers both in England and the United States. The words are classified so as to present irregularities distinctly to the mind of the learner, that he may become familiarized with them. In some of the exercises on words containing silent letters, the latter are in italics. One great merit of these Spellers is, that the words selected are those in common use, and with which the pupil ought to become acquainted. They are also, to a great extent, Defining Spellers. The words are very clearly and simply explained in the Exercises for Writing. No Dictation Exercises to be compared with Worcester's can be found in any other Spellers of the same class. We do not find in Worcester any such sentence as—

“ If proof be deducible from these facts, he will adjudicate your claim and grant an annuity. I can but vituperate my undutiful son, if he repudiates his debts, and refuse to remunerate his servants.”—(See pp. 147 and 148, Parker's National Pronouncing Speller.)

DICTIONARIES.

The Committee prefer Worcester's Dictionaries to Webster's, as authority, both in orthography, etymology, and in definitions. Worcester gives the language as it is: Webster, as he thinks it ought to be. Webster's peculiarities of spelling are not adopted in England, either by the newspapers, or in the editions of standard English authors, from Shakspeare to Dickens. Neither are they followed, in this country, in the works of Daniel Webster, of Edward Everett, of Washington Irving, of Bancroft, Bryant, Hawthorne, Prescott, Hilliard, Longfellow, Felton, Adams, Horace Mann, Holmes, Emerson, Ticknor, Motley, Cooper, Story, or Parsons. They are not found in the official publication of the debates in Congress, the records of the United States Senate and House of Representatives, the publications of the Smithsonian Institute, nor in any branch of the public printing at Washington. Worcester's Dictionaries are recommended by the Presidents of many Colleges in all parts of the country, and, in addition to the distinguished authors before mentioned, by such men as Professor Louis Agassiz, George P. Marsh, (author of Lectures on the English Language;) and, abroad, by Thomas Carlyle, by the Rev. W. Whewell, Master of Trinity College, Cambridge; by the Rev. Joseph Bosworth, Professor of Anglo-Saxon in Oxford University, and by Charles Richardson, the oldest English Lexicographer, and author of the best Dictionary of the English Language published in Great Britain, since Johnson's.

GRAMMAR.

Greene's Introductory Course, intended to be wholly oral, is admirable in every respect. It is, in fact, obtaining a knowledge of Grammar through object-teaching, and is a capital book even for the latter purpose alone. Models are given as specimens of methods which Teachers should adopt. The directions, which should be faithfully followed, are full and explicit, and the subject is presented in a clear, natural, and attractive manner. This “ Course,” which has been bound up with Greene's Elements of English Grammar, is now published separately.

Weld and Quackenbos' New English Grammar possesses the rare merit of not being

above the comprehension of young scholars. It does not attempt too much, and can therefore be understood throughout. Its rules and definitions are clear; it has copious exercises of a practical character, and, throughout, is carefully kept in view the main object for which Grammar is studied; namely, to enable the student to express his thoughts aptly and grammatically. The work is unhesitatingly recommended.

MATHEMATICS.

In eighteen hundred and fifty-eight the School Committee of the City of Boston voted that "one treatise on Mental Arithmetic, and one treatise on Written Arithmetic, and no more, shall be used as Text-Books in the Grammar Schools." The Committee propose the same course for the Schools of this State. They have therefore recommended Robinson's Practical Arithmetic and Warren Colburn's Intellectual Arithmetic for the Grammar Schools, and Eaton's Primary Arithmetic for the Primary Department. The last book is the *best* Primary Arithmetic that has come under the notice of the Committee. It is full of illustrations, and is universally commended. Warren Colburn's Intellectual Arithmetic is well known to every Teacher. It is the first Arithmetic, perhaps, ever printed on the Inductive System. Every other Mental Arithmetic is merely modelled on this plan. This Arithmetic has stood the test of time, and under the foregoing resolution the Boston Committee discontinued the use of all other Intellectual Arithmetics, and returned to the original Mental Arithmetic—Warren Colburn's—as the best of all.

GEOGRAPHY.

Allen's Primary Geography is really *primary*, and is a delightful introduction to the study of Geography. The book captivates by its illustrations and pictorial maps. The Committee agree with a reviewer, who says that he "would give more for the real impressions and knowledge a child would gain in his pastime in looking over these beautiful maps, than for all he ordinarily gets in the Primary School under the old methods of teaching by question and answer."

Warren's Geographies have these merits: They are not upon the formal system of question and answer; they do not go into minutiae, but notice the grand facts and leading principles; the questions on a map of a country follow the description, as they ought to do, instead of preceding it; the review questions are admirable, and exercise the thoughts of the learner; there are capital exercises in making voyages to different ports, purchasing cargoes, etc.; there is a valuable commercial map of the United States, showing the principal connecting lines by railroad, also the railroad routes to the Pacific; there is also a Commercial Map of the World, exhibiting the principal routes of oceanic communication: there are twenty copper-plate and electrotyped maps, and numerous fine engravings. In the Intermediate, or Common School, as well as in the Physical Geography, Mr. Warren, in his revised edition, keeps up with the progress of geographical discovery.

HISTORY OF THE UNITED STATES.

The history of our country is so extended that a work which should contain *all* the important facts, properly elucidated, would be far too long for use in the Common Schools. The book suited for that purpose must be one that can be thoroughly studied within the time allowed; it should mention the leading events with sufficient detail to show their proper connections; it should be accurate in the recital of facts, and simple, clear, and interesting, in style. After examining many Histories, the Committee are of opinion that Quackenbos' History of the United States possesses these excellent characteristics. Appropriate illustrations, prepared with great care, to instruct as well as to please, have been liberally provided. Maps and plans are also given. Brief biographies of distinguished men add to the interest of the volume, besides furnishing

to the pupil models of worth and patriotism. The progress of art, science, and invention, the state of society at different periods, and other matters essential to a complete view of a country's history, receive due attention. The pronunciation is given, in brackets, after foreign and difficult proper names.

Lossing's History, with its numerous notes, is very valuable for reference, but appears to the Committee to be too long for use in our Schools. In this opinion the Committee are confirmed by the statements of Teachers who have used the work.

LIST OF BOOKS FROM WHICH TEACHERS OF HIGH, GRAMMAR, OR PRIMARY SCHOOLS MAY SELECT THOSE SUITABLE FOR THEMSELVES OR FOR A LIBRARY FOR THEIR PUPILS.

The Teacher's Assistant, by Charles Northend: Crosby, Nichols & Co., Boston. The Normal Methods of Teaching, by Alfred Holbrook: A. S. Barnes & Burr. The Rhode Island Schoolmaster: published monthly, by Cooke & Danielson, Providence; price, one dollar a year. The Massachusetts Teacher: published monthly, at No. 119 Washington street, Boston; price, one dollar a year.

These books ought to be in the hands of every Teacher.

Dr. Hooker's Primary Geography. Abbott's Learning to Think; Learning to Talk; Learning to Read; Learning about Common Things; Learning about Right and Wrong. Aikin's Evenings at Home; Sandford & Merton. The Children's Picture Fable Book; Picture Book of Birds; Picture Book of Quadrupeds; Picture Book of the Sagacity of Animals: Harper & Brothers. Pleasant Pages for Young People: Gould & Lincoln. Harpers' Story Books, by Jacob Abbott: The Story of Ancient History; The Story of Modern History. Harry and Lucy, by Miss Edgeworth. The Parent's Assistant, by the same author. Peep of Day. Line upon Line. Streaks of Light. A Trap to Catch a Sunbeam. Our Year, by the author of John Halifax. The Children's Year, by Mary Howit. The Crofton Boys: Life in the Wilds; by Miss Martineau. Uncle Philip's American Forest. Exercises on the Improvement of the Senses: by the Harpers. Young Benjamin Franklin: The Peasant-Boy Philosopher; both by Henry Mayhew. My Grandfather's Chair; True Stories from History and Biography, by Hawthorne. A Child's History of England, by Charles Dickens. The Student and Schoolmate; published monthly, for one dollar a year: Galen, James & Co., Boston. Child's Guide to Knowledge, by Eliza Robbins. Physiology and Calisthenic Exercises, by Catharine E. Beecher. The Teacher. Moral Influence employed in the Instruction and Government of the Young: Jacob Abbott: Harpers. The Child's Own Toy Maker; The Boy's Own Toy Maker; by E. Landells: Shepard, Clark & Brown, Boston. The Boy's Own Book. The American Girl's Own Book. Country School-Houses; containing elevations, plans, and specifications, with estimates, directions to builders, suggestions as to school grounds, furniture, etc., and a Treatise on School Architecture; by James Johonnot: Ivison & Phinney. The Means and Ends of Universal Education, by Ira Mayhew. Education—Intellectual, Moral, and Physical, by Herbert Spencer. School Amusements, or How to Make the School Interesting, by N. W. Taylor Root. Method of Conducting Teachers' Institutes, by Samuel P. Bates. Harpers' Series of School and Family Readers, by Marcus Willson, embracing in their plan the whole range of Natural History and the Physical Sciences. Lectures on Education, by Horace Mann. School Architecture, by Henry Barnard. Barnard's Papers for the Teacher: First Series containing Hill's True Order of Studies, Russell's Intellectual Education, Thayer's Letters to a Young Teacher: Second Series, Object Teaching and Methods for Primary Schools: F. C. Brownell, 25 Howard street, New York. Treasury of Knowledge, embracing Elemen-

tary Lessons in Common Things, by Win. and Robert Chambers ; price, seventy-five cents : A. S. Barnes & Burr. The Higher Christian Education both of Teachers and Pupils, by Benjamin W. Dwight : A. S. Barnes. Practical Christianity, by J. S. C. Abbott. A Treatise on Domestic Economy, for the use of Young Ladies at Home and at School, by Miss Catharine E. Beecher. The following are the titles of some of the Chapters : On the Care of Health ; On Healthful Food and Drinks ; On Clothing, Cleanliness, Early Rising, Exercise, Manners, Good Temper, Habits of System and Order, Economy of Time and Expense, Care of Infants, Management of Young Children, Care of Sick, Accidents, Antidotes, Amusements, Social Duties, Fires, Lights, Washing, Sewing, On the Care of Parlors, Gardens, etc., The Cultivation of Plants, Common Things of Every-Day Life ; a Home Book, for Mothers and Daughters, by Anne Bowman. Reading Lessons, from Scripture, for Schools and Families, by E. G. Haskins.

GEOGRAPHY.

Elements of Map-Drawing, by Cartée : Crosby & Nichols. Odd People—being a description of singular races of men—by Captain Mayne Reid. Arnold Guyot's Earth and Man. Cornell's High School Geography and Atlas. The Book of Commerce by Sea and Land : Uriah Hunt & Son. Philadelphia. Geographical Studies—translated from the German of Carl Ritter : Gould & Lincoln, Boston. Elements of Physical Geography, accompanied by a beautiful Atlas, by Cornelius S. Cartée. [This work is valuable also for its *Political Geography*.] The Physical Geography of the Sea, by M. F. Maury. The Great Cities of the World : Harpers. Curiosities of Physical Geography. A Complete Pronouncing Gazetteer, or Geographical Dictionary of the World ; a Teacher's and Pupil's Reference-Book, containing a notice and the pronunciation of the names of nearly one hundred thousand places, with the most authentic information respecting the countries, cities, towns, mountains, islands, rivers, etc., in every part of the globe, and a complete Etymological Vocabulary of Geographical names, by J. Thomas and T. Baldwin : J. Lippincott & Co. Colton's or Harpers' Gazetteer of the United States.

TRAVELS.

Round the World, by W. H. G. Kingston : Crosby & Nichols. The Grinnell Expedition. Dr. Kane's Arctic Explorations. McClintock's Narrative of the Discovery of Sir John Franklin. Sargent's Lives and Adventures of Arctic Explorers. Commodore Perry's Expedition to Japan. Lord Elgin's Mission to China and Japan. Hue's China. Ellis' Madagascar. Dr. Livingston's Explorations in Africa. Lieut. Burton's Lake Regions of Central Africa. Dr. Barth's Africa. Du-Chaillu's Equatorial Africa. Atkinson's Upper and Lower Regions of the Amoor. Brace's Hungary. Brace's Norway. Emerson's English Traits. Brazil and the Brazilians. Travels in Oregon and California. Swain's Washington Territory. Stephens' Travels in Central America, in Greece, in Egypt, and Arabia. Hillard's Six Months in Italy. Howit's Students' Life in Germany. Howit's Rural Life in England. Howit's Land, Labor and Gold in Australia. Hue's Journey through Tartary, Thibet, etc. Hue's Christianity in China, Tartary, etc. Goodrich's Man upon the Sea. Ellis' Polynesian Researches. The Land and the Book, by W. M. Thomson. Spain, her institutions, etc. Forest Scenes and Incidents in the Wilds of Canada, by Sir F. B. Head. Rough Notes, or the Pampas and the Andes : by the same author. Layard's Researches amid the Ruins of Nineveh and Babylon. Pompeii, an account of its destruction and remains.

GRAMMAR AND LANGUAGE.

George P. Marsh's Lectures on the English Language. English Analysis, by Edward P. Bates : Crosby and Nichols. Live and Learn, a Guide for all who wish to

speak and write correctly : Dick & Fitzgerald, New York. The Study of Words; The Study of Proverbs. On the English Language, Past and Present. A Select Glossary of English Words—used formerly in senses different from their present—all by Dr. Trench. The Grammar of English Grammars, by Gould Brown. English Synonymes, by G. F. Graham or George Crabb.

MATHEMATICS.

Arithmetic and its Applications, by Dana P. Colburn. First Lessons in Geometry, by Thomas Hill. Facts before Reasoning : Hickling, Swan & Brown. Arithmetical Problems, or Questions in Arithmetic, for the use of advanced classes in Schools, by W. H. Farrar. Key to the same : Swan, Brewer & Tileston. Robinson's or Davier's entire course of Mathematics.

HISTORY.

Lectures on Modern History, by Dr. William Smyth. Lectures on Modern History, by Dr. Arnold. Outlines of Universal History, by Dr. George Weber : Swan, Brewer & Tileston. A History of Greece, by William Smith. Liddell's History of Rome. The Student's Gibbon : Harpers. A Hand-Book of Classical Geography, Chronology, Mythology, and Antiquities, by T. P. Allen and W. F. Allen. Pinnock's History of England and France : Charles De Silver, Philadelphia. Abbott's Russia. Abbott's Austria. Macauley's History of England. Lossing's Pictorial History of the United States. Lossing's Pictorial Field-Book of the Revolution. California, History of, by E. S. Capron. Pictorial History of Mexico and the Mexican War, by John Frost. Romance of American History. The American Statesman, a Political History, exhibiting the origin, nature, and practical condition of Constitutional Government in the United States : the rise and progress of parties, and the views of distinguished statesmen on questions of foreign and domestic policy : by Andrew W. Young : Derby & Jackson, New York : 1861. G. P. Putnam's Rebellion Record. Everett's Mt. Vernon Papers. The Fifteen Decisive Battles of the World, by E. S. Creasy. The American Annual Cyclopedia and Register of Important Events for the Year 1861 : D. S. Appleton & Co. Bancroft's History of the United States. Prescott's Ferdinand and Isabella ; Conquest of Mexico ; Conquest of Peru ; Reign of Philip II. Motley's Dutch Republic ; History of the United Netherlands. Squier's Central America ; Aboriginal Monuments. D'Aubigné's History of the Reformation. Palfrey on the Jewish Scriptures and Antiquities. Gurowski's Russia as It Is. Smucker's History of Napoleon III.

BIOGRAPHY.

Illustrated Biographies, by Jacob Abbott—of Cyrus the Great, Xerxes, Alexander the Great, Romulus, Hannibal, Julius Caesar. Hernando Cortez, Alfred the Great, William the Conqueror, Mary, Queen of Scots, Queen Elizabeth, Charles I, Charles II, Josephine, Marie Antoinette, Madame Roland, Henry IV, Columbus, Genghis Khan. They can be obtained separately. Lectures on the Four Georges, by Thackeray. Irving's or Everett's Life of Washington. The Poor Boy and the Merchant Prince, or elements of success drawn from the life and character of Amos Lawrence ; by Wm. M. Thayer : Gould & Lincoln. Lossing's Lives of the Signers of the Declaration of Independence. Lossing's Lives of Eminent Americans. Sargent's Life of Benjamin Franklin. Self-made Men, by C. C. B. Seymour. The Lives of Eminent Mechanics, by Henry Howe. D. S. Appleton's Cyclopedia of Biographies of Most Distinguished Persons of all times. Life of Daniel Boone and the Hunters of Kentucky, by W. H. Bogart. Irving's Life of Mohammed. Men of the Times, a Dictionary of Eminent Living Characters, (including women) : New York, 56 Water street : 1862. Historical Lectures on the Life of Jesus Christ, with Notes, critical, historical, and explanatory ; by C. J. Ellicott, Professor of Divinity, King's College, London : Gould & Lin-

coln. The Four Georges, by S. W. Smucker. Smile's Self-Help. Smile's Biographies. Carlyle's Letters and Speeches of Cromwell. Carlyle's Life of Frederick the Great. Life of Kossuth. Life of Garibaldi. Irving's Life of Columbus. Hazlitt's Life of Napoleon.

LOGIC.

The Elements of Logic, by Charles K. True: Carlton & Porter, New York. Rudiments of Public Speaking and Debate, or Hints on the Application of Logic: by the same publishers. Sir William Hamilton's Lectures on Logic.

ORATORY.

C. A. Goodrich's Select British Eloquence. The Golden Age of American Oratory, by Edw. G. Parker.

MORAL AND INTELLECTUAL PHILOSOPHY.

Abercrombie's Philosophy of the Moral Feelings. A Historical and Critical View of the Speculative Philosophy of Europe in the Nineteenth Century, by J. D. Morell: Robert Carter & Brothers, New York. Upham's Mental Philosophy, (unabridged.) Sir William Hamilton's Lectures on Metaphysics.

ENGLISH LITERATURE.

Outlines of English Literature, by Thomas B. Shaw, with a sketch of American Literature: Blanchard & Lea, Philadelphia. Cleveland's Compendium of English Literature, from the Fourteenth to the close of the Eighteenth Century. Cleveland's Compendium of English Literature of the Nineteenth Century. Cleveland's Compendium of American Literature: published by E. C. & J. Biddle & Co., Philadelphia. English Humorists, by Thackeray: Harpers. Boyd's Thomson's Seasons, with notes. Boyd's Milton's Paradise Lost, with notes. Boyd's Cowper's Task, with notes. Hazlitt's Lectures on the English Poets, Criticisms on Art, on Shakspeare's Plays. De Quincey's Historical and Critical Essays. Leigh Hunt's Selections from English Authors. Imagination and Fancy. Men, Women and Books. Macauley's Essays. Schlegel's Lectures on Dramatic Art and Literature. A Course of English Reading, by the Rev. James Pycroft: James Miller, New York.

NATURAL SCIENCES.

Lardner's Lectures on Science and Art. The Science of Common Things, by David A. Wells. Brocklesby's Views of the Microscopic World. Brocklesby's Elements of Meteorology. Reason Why, in General Science, by Dick & Fitzgerald: New York. That's It, or Plain Teaching, by Dick & Fitzgerald: New York. The Common Objects of the Country. The Common Objects of the Sea Shore: for sale at Roman's, San Francisco. The Hand-Book of Household Science, by Edward L. Youman. Davis' Manual of Magnetism: Palmer & Hall, Boston. History, Theory, and Practice of the Electric Telegraph, by George B. Prescott: Ticknor & Fields. Annual of Scientific Discovery, or a Year-Book of Facts in Science and Art, edited by David A. Wells: Gould & Lincoln.

NATURAL PHILOSOPHY.

Lardner's or Silliman's Treatise on Natural Philosophy.

ASTRONOMY.

How to Use the Globes, by F. C. Brownell, McIntyre, or Kiddle. The Planetary and Stellar Worlds, by O. M. Mitchell. Popular Astronomy, by the same author. Mattison's Burrill's Geography and Atlas of the Heavens. The Recent Progress of Astronomy, by Elias Loomis. Olmsted's or Lardner's large Astronomy. Outlines of Astronomy, by Sir John F. W. Herschel.

GEOLOGY.

Principles of Geology. Manual of Geology, by Sir Charles Lyell. Religion of Geology, by Edward Hitchcock.

CHEMISTRY.

The Chemistry of a Candle, by Professor Faraday. The Chemistry of Common Life, by James F. Johnston. Silliman's Chemistry.

BOTANY.

Asa Gray's Lessons in Botany. Botanical Text-Book. A Class-Book of Botany, by Alphonso Wood, 1862; valuable for the numerous additions to its *flora*.

PHYSIOLOGY AND NATURAL HISTORY.

Hamilton's Vegetable and Animal Physiology. Lardner's Animal Physiology. J. W. Draper's Human Physiology. The Physiology of Common Life, by George H. Lewes. Lectures on Natural History, by P. A. Chadbourne. Hooker's Natural History. Chambers' Elements of Zoology. William Smellie's Philosophy of Natural History, with Dr. John Ware's notes, 1862. Gosse's Romance of Natural History. Reason Why, in Natural History. The Naturalist's Library, containing scientific and popular descriptions of man, quadrupeds, birds, fishes, reptiles, and insects, by A. A. Gould. A Treatise on some of the Insects injurious to Vegetation, by T. W. Harris and Charles L. Flint—Illustrated by Engravings drawn from Nature, under the supervision of Professor Agassiz: Crosby & Nichols.

BLACK-BOARDS.

As many inquiries are made respecting the best manner of making Black-boards, the following directions are given from the Wisconsin Journal of Education:

"The most common are Black-boards proper; made by jointing and glueing together firmly well-seasoned white wood or pine boards, (if pine, they should be free from pitch,) and painting the surface. These should have end-pieces to keep them from warping. Mr. Superintendent Wells, of Chicago, says in his last report, that they have there succeeded in making a good black for Black-boards, as follows: 'Alcohol, one gallon; lamp-black, one half pound; shellac, three quarters of a pound; pulverized pumice-stone, one half pound.' If paint is used, blue or dark green paint is preferable to black, as they dry quicker, and having white lead for the base have more body, and are therefore more durable."

Plaster Black-boards are prepared as follows: Take mason's putty and ground plaster or marble dust, mixed in the usual proportions for hard finish. The coloring matter is lamp-black mixed with alcohol to the consistency of paste. Mix this well with the other ingredients just as they are to be applied to the wall. The quantity of coloring can be easily determined by experiment. Do not have a jet black, but a blue black—a slate color. Put on the composition rapidly. It should be well worked down, and finished off by smoothing with a wet brush.

Holbrook's Liquid Slate (furnished by the Holbrook Apparatus Company) is said to be a good article. It is, however, expensive. The cost is one dollar per pint, or one dollar and fifty cents per quart. One pint will cover twenty-five square feet of surface, making but four cents per square foot. Directions accompany each can.

CRAYONS.

Professor Turner, of the American Asylum for the Deaf and Dumb, gives the following directions for making Crayons: Take five pounds of Paris white, one pound of wheat flour; wet with water and knead it well; make it so stiff that it will not stick to the table, but not so stiff as to crumble and fall to pieces when it is rolled under the hand. To roll out the crayons to the proper size, two boards are needed; one to roll them *on*, the other to roll them *with*. The first should be a smooth pine board, three feet long and nine inches wide. The other should also be pine, a foot long and nine

inches wide, having nailed on the under side, near each edge, a slip of wood one third of an inch thick, in order to raise it so much above the under board as that the crayon, when brought to its proper size, may lie between them without being flattened. The mass is rolled into a ball, and slices are cut from one side of it about one third of an inch thick ; these slices are again cut into strips about four inches long and one third of an inch wide, and rolled separately between these boards until smooth and round. Near at hand should be another board, three feet long, and four inches wide, across which, each crayon, as it is made, should be laid, so that the ends may project on one side ; the crayons should be laid in close contact and straight. When the board is filled, the ends should be trimmed off so as to make the crayons as long as the width of the board. It is then laid in the sun, if in hot weather, or if in winter, near a stove or fire-place, where the crayons may *dry gradually*, which will require twelve hours. When thoroughly dry, they are fit for use. An experienced hand will make one hundred and fifty in an hour.

All which is respectfully submitted.

GEORGE W. MINNS.

About three o'clock, P. M., on motion of Rev. Dr. Peck, the reading of the report was suspended, that the sub-reports included therein might be brought before the Convention.

Rev. Mr. Hill moved that the report of the Committee on Grammar and Composition be taken up for discussion. Carried.

The report of the Committee was then read.

Rev. Mr. Hill moved to substitute Greene's Elements of English Grammar for Weld & Quackenbos'. He said that in Sacramento, Bullions' Grammar was used in the Public Schools, and for his part he was opposed to a change, because we did not know what was best to substitute for it. There might be better Grammars than the one we had here, and for his own part, he thought we were in the condition of a State at the East some time ago, in which no one liked the location of the capital, and every one thought it ought to be removed, but as a vote could never be had to determine its location, owing to every place wanting it, it remained where it was.

Mr. Lynde, of El Dorado, said he would like to know, before proceeding with this discussion, what legal weight this decision would have.

The President replied that it would have none whatever ; that it would be nothing but the recommendation of the Convention. There was at one time a law giving the State Board of Education* power to designate the Text-Books throughout the State.

* The State Board of Education consists of the Governor, the Superintendent of Public Instruction, and State Surveyor-General.

and the State Board had said that they would leave the matter to a State Educational Convention; but, before they had time to act on the suggestion, the law was repealed. The State Board still have the right to recommend what books shall be used, and they will, unless good reasons exist therefor, adopt the recommendation of this Convention.

Mr. Ryan said he was Chairman of the Committee on Grammars at the last Educational Convention. At that time, both Greene's and Clark's were recommended, the latter the more highly. Greene's Introduction to English Grammar was more extensively used than any other Grammar in the State. He took the view of Mr. Hill, however, that a change in Text-Books was costly to parents, and had gone back to Stockton and continued the use of Greene's Grammar; the Board of Education of that city being of the opinion that the proper time to change Text-Books was when a new class was formed.

Rev. Mr. Hill said, this frequent change of Text-Books was a serious matter of expense to parents. A parent might to-day buy a new set of books for his child, and next month the child be prepared to enter a higher School, when another new set of books would be wanted. He wouldn't give a snap of his finger for all these recommendations; they are all got up for certain booksellers. In the recommendations he noticed that the most of the books recommended come from the "hub of the universe." For his own part he did not appear there as an advocate of any book. In his early life, he studied Murray's and Kirkham's Grammars, and learned Grammar after he had got through with them.

George Smith, of Sacramento, said that the general principles of Grammar were nearly alike in all works on the subject. No book can do the work of a Teacher.

Mr. Swett, of San Francisco, said that he was familiar with all the works on Grammar, and, in his belief, Greene's Philosophy of Grammar is more thorough and perfect than any other work, and this he had found to be the prevailing opinion of Teachers in Massachusetts and the East generally. He had used half a dozen Grammars, but never one that had so large an amount of the constructive elements in it as Greene's. Most Grammars told you how to take a sentence apart, but Greene's told you how to go to work to make one. There were some parts of it which might well have been omitted, and any good Teacher could easily distinguish what they were, and pass them by.

Mr. Pelton, of San Francisco, said he did not rise as the champion of any book or publishing house, he was sure. Being connected with the report, he wished to state that, and to say that he had used both books, and gave the preference to Weld & Quackenbos' Grammar over that of Greene. In Rhode Island, last year, he saw Greene's Grammar withdrawn from the Schools as being too scientific for children. He did not wish to detract from the merits of Greene, who was a fine scholar and an indefatigable worker in the cause of Education, but he, nevertheless, gave the preference to Weld & Quackenbos' Grammar, which, so far as he was able to discover, was the favorite of the two books in the best Schools at the East.

Mr. Lynde, of El Dorado, regretted that his friend Mr. Pelton, of San Francisco, should have made the remarks he had in regard to his favorite Grammar, and he indorsed the remarks of Mr. Swett. He offered as an amendment to Mr. Hill's motion, that Greene's entire series be adopted.

The President ruled the motion out of order.

Mr. Pelton said one reason why he recommended Weld & Quackenbos' Grammar was, that it was all contained in one cheap book, whereas Greene's was contained in four, and three would be of no use without the fourth. He had used Greene's ever since it had first been introduced into San Francisco, and did not believe it equal to the one he had recommended.

Mr. Swett said he thought the only merits of Weld's had been stolen from Greene's, and published in a very bungling manner, at that.

After some further discussion, the motion to substitute Greene's for Quackenbos' was put and carried.

Mr. Pelton.—I would like to inquire what work was substituted for Greene's Quackenbos'?

The President.—A direct vote was just taken, and Greene's Elements of English Grammar substituted for it.

The report of the Committee, as amended, was adopted.

Mr. Pelton said he would give notice of a motion to reconsider the vote by which Greene's was substituted in place of Weld & Quackenbos'.

Mr. Swett inquired if the gentleman had voted in the affirmative.

Mr. Pelton said he did not.

The President stated that Mr. Pelton had no right to move for a reconsideration.

The next business was declared to be on the recommendation of the Committee on Reading, Spelling, and Defining.

Rev. Mr. Hill moved to strike out of the Report the report on Reading, Spelling, and Defining.

Mr. Lynde, of El Dorado, thought such a motion gave evidence of a want of appreciation of the investigations of the Committee.

Mr. Hill said he would be glad to see the author of the report, and have his reasons for his changes.

Mr. Swett.—He will be here to-morrow.

Rev. Mr. Hill.—I hope he will be, and some others from San Francisco who have been engaged on this report.

Mr. Swett.—It is not the number we send, but the quality.

Rev. Mr. Hill.—We bow to the setting and the rising sun, but we would like to see some of the lesser stars also. *

After some further discussion, a motion was made and carried, that the further consideration of the subject be postponed until two o'clock, P. M., to-morrow.

The President announced that the Institute would meet at eleven o'clock, A. M., to-morrow.

THIRD DAY.

STATE INSTITUTE.

THURSDAY, September 25, 1862.

The President called the Institute to order at eleven o'clock.
A. M.

The exercises opened with singing by a volunteer class of fourteen gentlemen delegates. Mr. S. D. Baker, of El Dorado, acted as leader.

The President then introduced, as Instructor of the day, Hubert Burgess, of San Francisco.

Mr. Burgess' discourse partook of the nature of a philosophic disquisition on Writing and Drawing, giving his views of the best mode of imparting instruction to pupils. The delivery

* Nox erat, et cælo fulgebat luna sereno
Inter minora sidera.—HOBACE.

occupied one hour and twenty minutes, and the illustrations were very numerous.

Mr. Bunnell, having been granted leave, gave notice that the amount of money that had been subscribed for the printing of his book amounted to only thirty dollars, and that as one hundred and twenty-five would be necessary for him to undertake to get it printed, he would refund what he had received so soon as the Institute should adjourn. He would take occasion, however, to thank those who had shown their confidence in the new system by subscribing their money.

At half past twelve o'clock, P. M., the Institute adjourned to meet in Convention at half past one, P. M.

STATE EDUCATIONAL CONVENTION.

At half past one, P. M., the Convention was called to order, President Moulder in the chair.

The President declared the business before the house to be the consideration of the Report of the Committee on Text-Books on Reading, Spelling, and Defining.

Rev. Mr. Hill moved to strike out of the Committee's report Parker & Watson's series of Readers, Worcester's Spelling Book, and Stearn's Guide to English Pronunciation, and insert in their stead Sargent's Readers and Spellers, and McElligott's Manual.

Mr. Pierce, of Yolo, spoke for some time in opposition to the motion and in favor of the recommendation of the Committee.

Rev. Mr. Hill moved the enforcement of a rule adopted at the last Convention, that no one could speak over five minutes on a question without leave. The motion was adopted.

Rev. Mr. Hill then spoke in favor of the adoption of his motion. If the recommendation of the Committee was carried out and adopted here, it would cost the parents of this city at least one thousand five hundred dollars, fully one month's expense of our Schools.

Mr. Schellhouse, of Sacramento, said there were two points to be considered in making the change recommended by the Committee. The first was, the books already in use, and second, the practicability of making the change. As Sargent's Readers and Spellers were generally in use, he should vote in favor of the motion of Mr. Hill, as he believed they gave general satisfaction.

Mr. Swett said he thought the Parker & Watson series of

Readers somewhat superior to Sargent's; but on examining them closely, he thought their merits not so great as to warrant a great change, and he would rather wait for a couple of years or so, until perhaps better Readers yet made their appearance. If we go on always recommending changes, we shall be stultifying ourselves, and become more noted for our changes than for other qualities.

Mr. Tait, of San Francisco, said he had examined Parker's, and knew Sargent's Readers, and yet he believed Willson's series of Readers to be superior to either; yet he would not favor any change at present.

Mr. Lynde, on inquiry, was informed that Sargent's Readers and Spellers were introduced into San Francisco, and also in Sacramento, about four years ago.

Mr. Howe, of Sacramento, thought the Convention could spend its time much better than it was now doing. If a person could not make a Grammar that would answer all practicable purposes for a Teacher, and not exceed twenty pages, he could not make one at all. If he were to have his choice for a second series of Readers, he would recommend a set now entirely out of use.

Mr. S. A. Smith, of Sacramento, said he would like to have questions asked of Teachers whether Sargent's was mostly in use, and also whether Parker's and Willson's were in use.

Rev. Mr. Hill said it had already been learned that Sargent's were in use in San Francisco, Sacramento, Marysville, and Stockton.

Mr. Lynde was surprised to hear the suggestions of his friend (Mr. Hill) on the subject of a change of books in Schools. Improvements were constantly going on, and children should have the benefit of them. The question should not be one of dollars and cents. If any town, county, or community, was too poor to purchase the necessary School-books, the money should come out of the public funds.

After some further discussion, a vote was called for, and the question was divided.

The question was taken on substituting Sargent's in place of Parker's Readers. Carried.

Mr. Swett then moved to adopt Sargent's Standard Spellers in place of Worcester's, recommended by the Committee. He said they were extensively in use throughout the State, the divisions of words in them were good and well arranged, and the pronunciation according to the best authorities.

The motion was adopted.

Rev. Mr. Hill moved the report of the Committee, as amended, be adopted. Carried.

Mr. Lynde, of El Dorado, moved the adoption of the Report on Arithmetic.

Mr. Hunt was opposed to the motion. He said the Progressive Practical Arithmetic, purporting to be by Horatio N. Robinson, was not by him, and furthermore, there were errors in the book.* He could not then point out the errors, but some of the answers given were wrong.

Mr. Swett.—It would be well, perhaps, if the answers were all wrong.

Mr. Lynde said he had often thought that answers given in Arithmetics were wrong, but he afterwards found out that he did not work out the problem.

Mr. Hunt.—Does the gentleman refer to me?

Mr. Lynde.—Not at all, Sir. [Laughter.]

After some further discussion, and after a motion to substitute Robinson's Intellectual for Warren Colburn's Intellectual, which motion was voted down, the report of the Committee was adopted.

The report of the Committee on Mathematics being under consideration, Mr. Swett moved that "Robinson's" be inserted before "Higher Arithmetic," so as to make it read "Robinson's Higher Arithmetic." Carried.

I. N. Burke, of Contra Costa, moved to strike out, in the same report, the words "for girls" after "Elementary Algebra" and "Elementary Geometry." Carried.

On motion, the Report on Moral and Intellectual Science was adopted.

On motion of John Swett, the Report on Music was adopted.

On motion of John Swett, the Report on Calisthenics and Gymnastics was adopted.

On motion of John Swett, the Report on Object Teaching was adopted.

The Report on Geography being before the Convention, Rev. Mr. Hill requested some one to point out the advantages Allen's Primary Geography possessed over others.

Mr. Swett had heard a number of persons who had examined the work speak highly of it.

* D. W. Fish is the author of Robinson's Intellectual Arithmetic; the same gentleman, associated with J. H. French, of Robinson's Practical and Higher Arithmetics. The reputation of Professor Robinson caused his name to be attached to the works instead of the names of the real authors.—[Ed.]

Mr. Ryan said a late number of the "New York Teacher" contained a favorable notice of it.

Mr. Tait had a copy of it, and had examined it thoroughly. It was gotten up on the object method of instruction, and was, in his opinion, the best Primary Geography yet issued. He was satisfied that no Teacher present would regret recommending the work, after he had examined it.

Mr. Hunt said he knew nothing of the Geography, but he was acquainted with the author, who lived in what is known as the "Athens of the United States."

Rev. Dr. Peck.—That's sufficient.

Mr. Graham was opposed to its introduction, as Teachers were not generally acquainted with the principles upon which it was based.

Mr. Pierce took the same view of it, and was opposed to its recommendation until we knew more of it.

Mr. Tait was not in favor of making any sudden change by introducing it, but he was in favor of recommending it, as it would open a new era in teaching Geography.

[Dr. Hatch, of Sacramento, in the chair.]

Mr. Moulder thought too much had been said here about economy in discussing and acting upon this report. If our recommendations here were to result in adopting a new series of School-Books it would be a different matter, but we merely meet here to decide which books are the best, and not for the purpose of making any sudden change. If new Schools are opened, the books we recommend will be the ones most likely to be selected for them. Our judgment about books will not only be known throughout this, but other States; and if we judged of books on the score of economy rather than upon their merits, it would seem as if people abroad would think us incapable of judging what are the best books. [Applause.]

Rev. Dr. Peck said he had heard recommendations made in favor of Allen's Primary Geography, which, were he a Teacher, would cause him to send for it, and if he found it equal to its recommendations, he would introduce it gradually.

Rev. Mr. Hill said he wished to set himself right upon the subject of economy. He had asked, when new books had been recommended, for Teachers to show in what consisted their superiority over books already in use. Whenever that was satisfactorily shown he had no objection to give it the weight of this recommendation.

Mr. Swett said he would indorse the recommendation of his friend Tait, the Superintendent of the Public Schools of San Francisco, and would therefore move the adoption of that part of the Committee's report in favor of Allen's Primary Geography. Carried.

On motion of John Swett, Warren's First Book of Geography, and Intermediate, or Common School Geography, were struck out of the report of the Committee, and Cornell's Grammar School Geography substituted in their stead.

On motion of J. C. Pelton, Pelton's Outline Maps were added to the works recommended in the report.

The report, as amended, was then adopted.

Rev. Dr. Peck moved to amend the report by inserting under the head of "Moral Culture," the Bible, as one of the books recommended.

M. I. Ryan opposed the motion. He said the views of a respectable minority were always entitled to weight. Introduce the Bible, and with it you will introduce dissension into the Schools. He was a firm and honest supporter of our Public School system, and desired to see it prosper; but he believed the introduction of the Bible into the Schools would serve as an entering-wedge, and would result in the entire destruction of our Public School system. This question would do for the Schools, what the Slavery question had done for the States.

Mr. Lynde, of El Dorado, called him to order, and

Mr. Tait called them both to order.

Mr. Moulder moved to lay the amendment of Dr. Peck on the table, which was carried.

On motion, the Reports on Penmanship and Drawing were adopted.

On motion of John Swett, Russell's Vocal Culture was added to the list recommended in the Report on Elocution.

On motion, Bronson's Elocution was added to the list in the same report.

M. I. Ryan moved, the Report on Political Science being under consideration, that Sheppard's Constitutional Text-Book be expunged therefrom, and Mansfield's Political Manual be substituted in its stead. Lost.

On motion, the Report on History was adopted.

On motion, the Report was then adopted as a whole.

J. C. Pelton moved a reconsideration of the Report of the Committee on Grammar and Composition. Carried.

On motion, the first thirty minutes of the evening session were assigned to the consideration of the subject.

At five o'clock, P. M., the Convention adjourned until seven o'clock, P. M.

EVENING SESSION.

In the absence of the President, the Convention was called to order at seven o'clock, P. M., Dr. F. W. Hatch in the chair.

The exercises commenced with a song by a volunteer class of the members.

The Chairman announced the question before the house to be the consideration of the Report of the Committee on Grammar and Composition.

A lively discussion of the relative merits of the works of Greene, Clark, and Weld and Quackenbos, ensued, in which Messrs. Swett, Pelton, Ryan and others, participated.

On motion of J. C. Pelton, Weld & Quackenbos' Grammar was added to the report, as previously amended.

Israel Jones, of Alameda, then presented the following resolutions, which were enthusiastically received and adopted:

Resolved, That we regard our American system of Free Public Schools as the surest safeguard of the purity of the ballot-box, and of the preservation of our Republican form of government.

Resolved, That our Public Schools, in this great national crisis, have proved themselves not only the sources of general intelligence among the people, but also the grand nurseries of patriotism and of devotion to Constitutional Liberty.

Resolved, That while all partisan and sectional influences should be most carefully excluded from our Public Schools, their truest lessons for the minds and hearts of the rising generation should be love of country, devotion to the national flag, and a national enthusiasm for the Union, and for the liberty which shall make every School-house in our land a citadel of freedom.

Resolved, That we, as Teachers, pledge ourselves to a full and earnest support of the Constitution and the Union, under the protection of which our system of Common Schools has been organized and supported; and that, animated by their spirit, we will fight Ignorance, and its twin sister Secession, until the last vestige of both shall be swept from our State.

Resolved, That the Teachers of our country who have entered the "Army of the Union," and are now fighting under the national flag, are entitled to all honor, and that we bid them God-speed in the work of suppressing a rebellion which is opposed alike to education and the spirit of modern civilization.

Resolved, That we give our patriotism a practical direction by encouraging subscriptions for the Patriotic Fund in our Schools, and in the districts where we are employed as Teachers.

Mr. Jones said that he did not present the resolutions as a

Republican, but as a Union man. The Republican party was dead, and the Democratic party had not lived to see it buried. Although some of his friends had endeavored to dissuade him from offering the resolutions, as being calculated to create dissension among the members of the Convention, he thought it eminently proper that on such an occasion as this there should be an expression of such an intelligent body as the State Teachers' Convention. These resolutions might not do so much in directly sustaining the Government, but they would be published in the papers, and would reach and encourage our soldiers while fighting on the battle-field in defence of our glorious Union. It was just that we should pass these resolutions to signify our detestation of the miserable fiends and scoundrels who had inaugurated this most unholy rebellion. [Applause.] He might feel warmly on this subject, for he had just come from scenes where he had witnessed the soldiers of the Union torn to pieces by the shot of rebel cannon.

The following resolutions were then offered by John Swett, and seconded by M. I. Ryan :

Resolved, That the thanks of this Institute be tendered to the Board of Education of the City of Stockton, to the Directors of the School at Knight's Ferry, and to various School-Officers in Placer and Calaveras Counties, for their generosity and public spirit in continuing the salaries of their Teachers during the time of their attendance at the Institute.

Resolved, That we commend the example of Stockton to the Boards of Education, County Superintendents, and School Trustees in this State, as worthy of imitation.

Adopted.

The following resolution was then offered by Mr. Swett :

Resolved, That at the next State Institute the Presidents and Instructors of Colleges, and College Schools, and the Teachers of Public Schools in our State, be invited to attend, for the purpose of lending their aid and influence in promoting the interests of Education.

Mr. Swett, after the passage of his resolution, said that he expected to call a Teachers' Convention and Institute next May, in the City of San Francisco. He proposed making that Institute a working Institute. He intended that the Teachers should perform eight hours labor daily, besides the evening lectures, which should be of a high character. He was going to visit the various counties, and endeavor to bring public opinion to the acting point, or rather the taxation point. The present Superintendent, Hon. A. J. Moulder, had paid such attention to the School Laws, that little else was left him than to excite the feelings of the people with regard to the cause of Common

School Education. We had a good set of Teachers, and he intended to labor to make their salaries commensurate with their duties. It was time that the idea that a Teacher was worth no more than a laborer, was exploded.

Mr. Tait, City Superintendent of San Francisco, said that twelve additional Teachers had been added during the course of the past year. Each of those Schools accommodated sixty scholars. The State Normal School and a Model School were now in operation. An Evening Normal School is now in successful operation, and twenty-five young ladies recently graduated thereat. He would impress on all Teachers the importance of Normal School training. It was the only place that young men and women could be properly prepared for Teaching. The Model School was to be used as an experimental School, under a distinguished lady Teacher, recently graduated from a similar institution in Canada. It was a sad fact, that only about seventeen hundred more persons were attending the Public Schools than were attending Private Schools. He hoped that the moral culture of the young would not be neglected. Carefully cultivate their morals, and you will counteract the opposition to our Public Schools. Let the Teachers throughout the State have some Text-Book on Moral Science. The people of San Francisco deserve credit for now having a large surplus in their School Fund, and this after erecting fine brick School edifices.

Mr. C. G. Ames, of Sonoma, said he arose to reply to Mr. Swett's assertion that the School Laws were in excellent condition. The payment of rate-bills was now voluntary; this should not be so. County Superintendents were now obliged to examine applicants whenever they applied. Examinations quarterly should be sufficient, and Superintendents should be authorized to grant a certificate in the interim between these examinations, said certificate to hold until the next regular examination.

Mr. Swett moved the appointment of a Special Committee of five County Superintendents, to report to-morrow whatever amendments to the present School Law they may deem necessary. The motion prevailed, and the following gentlemen were elected by the Convention: C. G. Ames of Sonoma, Chairman; A. H. Goodrich of Placer, M. A. Lynde of El Dorado, R. Thompson of Calaveras, and F. W. Hatch of Sacramento.

[President Moulder in the chair.]

Rev. Mr. Hill desired to ask Mr. Tait's opinion as to the views

of the citizens of San Francisco in regard to the standing and character of Public School pupils as compared with those of Private Schools, and as to the success of the High School.

Mr. Tait said he was not as well acquainted with the character of the Private Schools as with that of the Public Schools. Many sent their children to the Private Schools because corporal punishment was not inflicted in them. Often parents became offended because their children were not promoted at the end of a session, and withdrew them from the Public Schools and sent them where, perhaps, the Teachers were not so independent. As a class, he believed the Public Schools offered greater advantages for a Common School Education than Private Schools, though the former did not compete with the latter in the Academic and Collegiate branches of Education. The High School was a success, and at the commencement of each session was thronged by pupils from Private Schools seeking admission. These pupils were seldom able to equal in attainments graduates of the Public Grammar Schools.

Mr. Graham favored the formation of County Institutes, and offered a resolution to that effect, which was unanimously carried.

A discussion then arose as to the practicability of having a uniform system of Text-Books established by law, in which Messrs. Swett, Pierce, Richardson, and others took part.

The President stated that the Institute would be obliged to close its session to-morrow morning, as it was his intention to hold a State Board of Examination, which would probably occupy two days.

H. A. Pierce, of Yolo, then presented the following resolution, which was adopted by a vote of twenty-six to twenty-four.

Resolved, That we recommend the passage of a law providing for the adoption of a uniform series of Text-Books for the Public Schools of the State.

The following resolution was then offered by S. A. Smith, and unanimously adopted :

Resolved, That a Committee of twelve—three to reside in San Francisco, and the remainder in different parts of the State—be appointed to take some definite action upon the resolutions offered at the last State Convention, upon a State Teacher's Journal, and to report at the next regular session of the Convention.

The following gentlemen were appointed the Committee :

GEORGE W. MINNS.....San Francisco, Chairman.
JOHN SWETT.....San Francisco.

SPARROW A. SMITH.....	Sacramento.
GEORGE TAIT.....	San Francisco.
Rev. J. T. PECK, D. D.....	Sacramento.
Rev. W. H. HILL.....	Sacramento.
H. A. PIERCE	Yolo.
C. G. AMES.....	Sonoma.
R. K. MARINER.....	Sacramento.
A. J. MOULDER.....	San Francisco.
D. C. STONE.	Marysville.
M. I. RYAN.....	Stockton.

Rev. Dr. Peck said he did not feel at liberty to decline a position on the Committee, but he feared for the success of the periodical.

At nine o'clock and fifty minutes, P. M., George Tait, of San Francisco, moved to adjourn. Carried.

The President announced that the Institute would meet tomorrow, at nine o'clock, A. M.

FOURTH DAY.

STATE INSTITUTE.

FRIDAY, September 26, 1862.

The President called the Institute to order at quarter past nine o'clock, A. M.

The volunteer choir sang "The Flag of Our Union."

The President introduced George W. Minns, Professor of Natural Science, San Francisco High School, who delivered the following address on

Moral Instruction.

The fervent prayer which every parent offers is, that whatever poverty, destitution, pain, or misery, his children may be called upon to bear, God will mercifully grant that they may preserve their purity, and all be found at last worthy to be reunited in that kingdom prepared for the just, beyond the grave.

The faithful Teacher, occupying as he does, for a time, the parent's place, must feel a similar anxiety, as he looks round upon those placed under his charge. His situation is inferior in responsibility only to that of the parent. Indeed, since so many parents neglect their duty in this respect, his influence upon those who continue for any length of time under his charge, is probably not surpassed by that of any other class of men in the community. He must often seriously ask what will be the lot of those committed to his trust. Could the veil with which Heaven conceals the future be removed, should he behold this noble and ingenuous boy with heart full of aspira-

tions after all excellence, still rising higher and higher, or would he have descended from the lofty heights of honorable renown, and become dishonored, degraded, and corrupt? This fair girl, with the light of Heaven in her eye, and its purity surrounding her as with an atmosphere of holiness, would she be seen still the same in her spotlessness and innocence, or would the light be extinguished, the glory have departed, and nothing remain but the wreck of what was once so lovely and so promising?

It is related that an Eastern prince once offered a prize to be given to the most beautiful boy in all his dominions. Many were presented for the premium, but it was bestowed, by acclamation, upon one for his transcendent and angelic loveliness. So beautiful a boy had never been seen upon the earth before. Some years after, the same prince again offered a prize—but this time it was for the ugliest man to be found in all his possessions. Diligent search was made; many exhibited themselves to view, of all kinds and degrees of ugliness, but among them it was difficult to make a choice, until one day there was brought into the royal presence a being, if he could be called man, so hideous, so loathsome, so bestial, that the people shuddered while they gazed upon him. Sin had stamped its polluting mark upon every feature; from every wrinkle in that horrible face stared out a vice. Upon inquiry, it was ascertained that this frightful and disgusting wretch had been the attractive and lovely boy. A life of intemperance, sensuality, and iniquity, had made the awful change. God save our pupils from any and all the causes tending to produce so terrible an alteration.

In view of the great responsibility pressing upon every Teacher to do all in his power to train up his pupils to a life of virtue and excellence, I invite your attention to some remarks upon the importance of Moral Instruction. I have a fear that some few Teachers (I know they must be very few.) may think their duty done if they preserve good order in the School, and give instruction to their scholars in the course of study prescribed. But no Teacher, who has an adequate sense of the responsibilities devolving upon him, can entertain this opinion. His duty is not performed by merely cultivating the intellect. He must also educate the heart. No parent would consider any Teacher fit for his post, who not only did not check even the slightest infringement of morality, but who did not endeavor to elevate his whole School to a high standard of moral excellence. To think otherwise is a great mistake—and the popular notion of education falls in with and confirms this mistake. Talk about giving a young man the advantages of education, and the thoughts immediately run on what is taught in Schools and Colleges. Speak of giving a young lady a finished education, and almost every one wishes to have the Seminary pointed out where she can accomplish, in the shortest space of time, Botany, French, and Italian, Music and Drawing, besides a few of the ordinary branches. As if what is taught in Schools and Seminaries were able, of itself, to make one either great, or good, or happy.

The truth is, my friends, that hitherto, all over the world, the cultivation of the head has been regarded as the principal thing, while the cultivation of the heart comes in only incidentally. Speak of any School, and most probably the conversation will be upon who is the best scholar in the School. Talk about College, and a certain young man is pointed out to you as the first scholar in his class. Ten prizes are offered for intellectual, to one for moral excellence. The student who can make the best Greek verses, or run through a complicated mathematical demonstration, or write the most flowery oration, or deliver it in the most eloquent manner, is the recipient of the honors, while one, perhaps infinitely his superior in moral character, but not possessing his precocity or assurance, is passed by unnoticed. Now this is surely wrong. The heart is of more importance than the head. The essence of greatness, always and everywhere, is a great *spirit*. Acquisitions and attainments are not the man; they are mere additions to him. Intellectual talents are not the man; they are merely the *instruments* he uses. The *man himself* is behind them all; and he may use them either

for good or for evil. The spirit with which a man works, the motives which prompt his conduct—these show us and constitute the man, and these are moral qualities, springing from and dwelling in the heart. The character is the man; the life, in its every particular, which one lives, is the man; and what is it that makes that life what it is but the man's motives, his moral qualities, his heart. Therefore we are told that God judgeth the heart; that with the heart man believeth unto righteousness; that out of that, and out of that alone, "are the issues of life." And, therefore, I repeat, the heart is more than the head.

Sir Walter Scott says: "We shall never learn, and feel, and respect our real calling and destiny, unless we have taught ourselves to consider everything as moonshine, compared with the education of the heart." When, after his fruitless journey for health, he had returned to Scotland and to Abbotsford, as he was near his end, he said to his son-in-law, "Lockhart, I may have but a minute to speak with you. My dear, be a good man; be virtuous; be religious; be a good man. Nothing else will give you any comfort when you come to lie here."

"Here was a man," remarks a writer, "who had won the highest prizes of life: had gained the most splendid literary reputation: had been honored, flattered, and caressed as few men have ever been; and yet, at the last moment, falls back for support on moral and religious faith—that possession which all may earn."

Horace Mann, as the shades of death were gathering around him, was heard to utter the words "God—man—duty"—and shortly after, bidding all near him "Good night," sank quietly into that last, deep sleep, which knows no waking in this world. But who that witnessed his peaceful and joyful end would not say, with the poet,

"That *deeper shade* shall fade away,
That *deeper sleep* shall leave his eyes;
Thy *light* shall give eternal day,
Thy *love* the rapture of the skies."

The formation of an honorable, upright, Christian character, is the great business, the great success of life. This must be done, or nothing is accomplished. Do this first; do this at any rate; do this even if every thing else is left undone; though that sacrifice is not required of us. What parent would not prefer his child should leave School with good principles, well settled, his heart in the right place, even though he might be deficient in knowledge, to seeing him adorned with all the accomplishments taught in the Schools, if, at the same time, he fears that he is compelled to distrust the soundness of his moral character? What man or woman does not demand of his friend that he shall *first* be true, sincere, *heartly*, whether possessed or not of any remarkable intellectual penetration or sagacity?

Now, I am not decrying intellectual attainments—I value them highly—but I am only placing them on their true level, namely, below moral attainments. It is a matter of great importance that the pupils in our Schools should be well instructed in the branches taught in them; and any Teacher who succeeds in so doing has accomplished a great good. But it is of the highest consequence, it is absolutely necessary, that we should all become good men and good women. For that purpose, infinitely above all others, we were sent into the world. For that purpose, the world and all that belongs to it were created. For that purpose, the sun shines upon man, the winds invigorate his blood, the rains descend upon his fields, society surrounds him with its blessings, and wife and children warm his heart and strengthen his arm to action. For this purpose, above all others, the School-house, as well as the house of God, was reared.

I see no proper use of language in those who speak of the godlike intellect of such a man, or of another as having a gigantic understanding. We have all heard the observation, "Sir, he is the most remarkable man in America." You may be certain that man is not remarkable for moral qualities. A godlike, a gigantic intellect ascribed to a mere creature of an hour! When the more we know only shows us the

immensity of our ignorance. How true it is, also, that purely great intellectual achievements cannot be understood by the great majority of mankind! I suppose there are not one thousand persons in the world that can go through the steps of the reasoning by which Leverrier proved the existence of the new planet, and determined its position. But the triumphs of goodness are at once felt and acknowledged by all. We are through them made personally acquainted with the individuals by whom they are accomplished. *Howard* and *Florence Nightingale* are household words. Every deed of true heroism, of self-sacrifice, of devoted patriotism, of love to brother man, thrills the heart of the world. The heart is quicker, and keener, and truer in insight than the head.

“One touch of *goodness* makes the whole world kin.”

The best eulogy ever pronounced upon George Washington was that which declared him to be *first* in the *hearts* of his countrymen.

I do not intend to go into detail upon the best methods of imparting moral instruction to the young. Here again the heart is of more worth than the head. Every Teacher who really and earnestly feels the importance of this work, will instinctively select and adopt the best methods. One thing however, may be said—that moral instruction cannot commence too early. Its essence lies in training children to do right; and they understand the difference between right and wrong even before they can talk. An essayist—commenting on the fact that sometimes a man, characterized by genuine piety during early and late manhood and into old age, has, when he fell into second childhood, broken out into profanity, and manifested evil habits that surprised, if not shocked his friends—says that *second* childhood is but a repetition of *first* childhood, and that the follies, bad habits, and vices, which were allowed to pass unchecked in childhood, will be likely to reappear in dotage. If this is so, it shows us of what great importance is careful and judicious moral instruction in early life. The lessons then received are never entirely obliterated. It is in the morning of life that the seeds of good principles must be planted. Do not be disappointed if you do not meet with immediate or speedy good results. Think how slowly the world is improving. A higher morality, even more than a higher intelligence, is frequently a plant of slow growth. I suppose there is nothing which makes a greater demand upon the parent's or Teacher's patience than the slowness with which a wayward and obstinate child improves.

Sometimes, perhaps for years, the course appears to be all down hill. But persevere; still exercise love, patience, and hope. Years after, when the child has long since left your care, when the good seed which you sowed seems to have been lost forever, and the ground choked up with rank and noxious weeds, a tempest of affliction may rush over the place and sweep off the brambles and thistles, and then may appear, “first the blade, then the ear, then the full corn in the ear,” until the fields are white with an abundant harvest, fit to be gathered into the granary of the Lord.

Moral instruction is not to be conveyed to the young by preaching or lecturing. It is a work to be performed. “*Train up a child in the way he should go,*” says the Good Book. The Teacher must be diligent in seeing that the child acquires good habits—habits of obedience, order, punctuality, method, neatness, studiousness, gentleness, courtesy, respect for elders, reverence for the law, and a love and devotion for his country, which knows not and never can know a “shadow of turning.” Teach him to check the first symptoms of envy, jealousy, cruelty, arrogance; to be honest in word and deed; to think the truth, to speak the truth, to act the truth, and to shrink from using a profane word as he would from touching his tongue to red-hot iron. Show him that the brave man never brags; that true courage is in daring to do right; that the man of high and noble spirit will forgive an injury rather than avenge it, because he infinitely prefers to suffer rather than to do wrong. And finally, impress

him with the conviction that the greatest victory is not over one's enemies, but over one's self; that the sight upon which Heaven smiles is that of the good man relieving and comforting his fellow man in distress; and that the "fear of God is the beginning of wisdom."

And this leads me to say a word upon religious instruction in our Public Schools. If by religious instruction is meant the inculcation of certain theological doctrines, it must be stated at once that theological dogmas and discussions are not only unsuited to the School-room, but they are forbidden in the Public Schools by a law of the State. Indeed, I know of no Common School in the land in which they are permitted. If any one insists to me that there can be no religious instruction unless the creed of his particular Church is taught, I answer, that with one entertaining such opinions I can have no controversy. I maintain that no such meaning can be given to religion, in the proper and true sense of the word. Nor can any one say there is sectarianism in the course of instruction I recommend. There are certain great principles in which all are agreed. What parent can object to his children being taught to honor their parents, to reverence their Maker, and to keep the Commandments? What sectarianism is there in bringing up children to do as they would be done by—to look upon God as their Creator, Preserver, and constant Benefactor; in telling them that He sees all their actions; that He has commanded them to do His will; that He will hold them accountable for their conduct, and will hereafter judge them according to the deeds done in the body, whether they be good, or whether they be evil.

Are not all Christians agreed upon these points? And this is a Christian country, a Christian Government; our system of laws and our institutions are founded upon Christianity, notwithstanding this was very boldly and positively denied a few years ago, in opposition to the opinion of the most eminent jurists of our country. Therefore, I maintain, that in a Christian country and under a system of laws acknowledging Christianity as part of the common law, Christian instruction, such as I have explained it to be—not sectarian, not doctrinal instruction—but Christian instruction, is not only proper, but is a duty, in our Public Schools. Indeed, I suppose the matter is too plain for argument. I mean that the same kind of instruction should, on proper occasions, and when the golden opportunity offers, be given by the Teacher as is conveyed by the reading-books, which contain moral and Christian lessons, but which, by the terms of the law, are not allowed in any degree to be sectarian.

Again, the only true foundation for the moral virtues is religion. The Teacher always urges his pupils to do what they know to be right. Now, a boy may have been brought up among those habitually addicted to the use of profane language. The Teacher reproves him for this bad practice. His reply is, that he means no harm by it—that his father, and gentlemen who visit his father's house, use profane language, and that if it were wrong, he is sure they would not do so. Tell him he is setting a bad example, but he does not consider it a bad example, because it is set by those at home whom he is taught to obey and respect. Say to him that God is the Great Creator of the universe, and that his name ought never to be spoken with irreverence, and his answer again may be that he intends nothing of the kind. You will be driven at last to the ground which you should have taken in the first place, and that is, that God has said, "Thou shalt not take the name of the Lord thy God in vain;" that Christ has said, "Swear not at all;" and that the use of profane language, being contrary to the will and commands of God, is therefore sinful.

This is only one out of many cases to which the same remarks apply.

Religious instruction, in the sense which has been explained, and to the extent stated, ought to be imparted in all our Schools. Let the Teacher's heart be earnestly engaged in this work; let him feel its incalculable worth; let him say that with God's blessing he will never weary in winning his pupils to "remember their Creator in the days of their youth;" that whatever other lessons the pupils who leave his care may take with

them, they shall, at least, have this truth impressed upon their hearts, that a good life—a life full of love to God and man—is the crowning glory of the human soul. As he looks upon his pupils, let him remember that his work is not for time only, but for eternity. We are Christians; we believe in the immortality of the soul; we believe in the great truths of Christianity. Let the Teacher never forget that each child is of more value than the whole material universe, and will live forever, after the “heavens shall have departed as a scroll when it is rolled together.” But in what condition shall he live? Two roads now lie before him—one, the right, the other, the wrong, road. Let us, so far as depends upon us, see to it that the youthful feet are directed to the right path. I look upon it as a striking proof of the goodness of God, and of the immortal capacities of the human soul, that children, at so early an age, can know the difference between right and wrong; that they understand what is meant when they are told that God made them; that He lives everywhere; that He can see them at all times; that He can read their thoughts; that there is something in their little breasts which tells them whether they have done right or wrong. Mysterious truths! which men, perhaps angels, cannot fathom; but which little children accept, with implicit faith, in the same manner in which, as we are told by our Saviour, they receive the kingdom of God.

A controversy has occurred not only in this State, but in other States of the Union, respecting the propriety of introducing the Bible into the Common Schools. I am told that in the city of Baltimore the children bring and use the Bibles adopted by their respective denominations. I believe that no trouble has arisen from this course. There is another plan, however, which I prefer to this. It seems to me that all must admit that there are many parts of the Bible which cannot be understood by children, and some parts which are not proper to be read to them. If so, then a selection from the Scriptures might be made by the most competent persons of the various denominations, which, if agreed upon, might be used in the Common Schools, with a provision for very tender consciences that no scholar shall be required to read from the book whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom. It is remarkable what tender consciences some people have against the use of a good thing—while their consciences are not sensitive at all in relation to the use of bad things.

I have seen it stated that in certain Schools in Ireland a book called “Selections from the Scriptures,” made by Archbishop Whately, has been adopted by agreement between the Protestant and the Catholic clergy, and is read in Schools attended by children from both sects. I wish that a similar course might be pursued in this State. I should rejoice to see a convocation of representatives from all the Christian sects, and also from the Jewish faith, to agree upon selections from the New and the Old Testament to be read in our Schools. I cannot but think that men, actuated by the spirit of true religion, would find themselves able to come to a mutual good understanding upon this question, especially when they considered what a vast benefit they would confer upon the rising generation by opening to them in some measure the rich treasures of the Old and the New Testament. Certainly, no one will fail to appreciate the importance of having extracts from the Bible read, where alone they will reach the great mass of the common people—namely, in our Schools—after listening to the following eloquent remarks from Richard H. Dana, Jr., Esq.:

“It has done more to *anchor* the English language in its purest state than all other books together. The fact that so many millions of each succeeding generation, in all parts of the world where the English language is used, read the same great lessons in the same words, not only keeps the language anchored where it was in its best state, but it preserves its universality and frees it from all material provincialisms and *patois*, so that the same words, phrases, and idioms, are used in London, New York, San Francisco, Australia, China, and India. To preserve this unity and steadfastness, the Book of Common Prayer has done much; Shakspeare, Milton, and Bunyan have done much; but the English Bible has done tenfold more than they all.

If the Bible is not read, where so well can the principles of morality and all the virtues be taught? 'How infinitely superior,' says Maurice, 'is a gospel of facts to a gospel of notions!' How infinitely superior to abstract ethics are the teachings of the narratives and parables of the Bible! What has ever taken such a hold upon the human heart, and so influenced human action? The story of Jacob and Esau, the unequalled narrative of Joseph and his brethren, Abraham, and Isaac, Absalom, Naaman the Syrian, the old prophet, the wild, dramatic, poetical histories of Elijah and Elisha, the captivities of the Jews, the episode of Ruth, unsurpassed for simple beauty and pathos; and time would fail me to tell of Daniel, Isaiah, Samuel, Eli, and the glorious company of the Apostles, the goodly fellowship of the Prophets, and the noble army of Martyrs. Where can a lesson of fraternity and equality be struck so deeply into the heart of a child as by the parable of Lazarus and Dives? How can the true nature and distinctions of charity be better expounded than by the parables of the widow who cast her mite into the treasury and the woman with the alabaster box of precious ointment? Can the prodigal son, the unjust steward, the lost sheep, ever be forgotten? Has not the narrative of the humble birth, the painful life, the ignominious death of our Lord wrought an effect on the world greater than any and all lives ever wrought before?

Remember, too, we beseech you, that it is at the School alone that many of these children can read or hear these noble teachings. If the book is closed to them there, it is open to them nowhere else."

Would that all were impressed with the truth of Mr. Dana's concluding remark: "If the book is closed to the children in the Common Schools, it is open to many of them nowhere else."

Fellow Teachers: I have said that the influence of the faithful Teacher is not surpassed by that of any other class in the community. Listen to Martin Luther's words:

"The diligent and pious Teacher, who properly instructeth and traineth the young, can never be fully rewarded with money. If I were to leave my office as preacher, I would next choose that of Schoolmaster, or Teacher, for I know that, next to preaching, this is the greatest, best, and most useful vocation; and I am not quite sure which of the two is the better; for it is hard to reform old sinners, with whom the preacher has to do, while the young tree can be made to bend without breaking."

A distinguished educator remarks:

"Next in rank and efficacy to that pure and holy source of moral influence, the mother, is that of the Schoolmaster. It is powerful already. What would it be if, in every one of those School districts which we now count by annually-increasing thousands, there was to be found a Teacher well informed, without pedantry, religious, without bigotry, proud and fond of his profession, and honored in the discharge of its duties! How wide would be the intellectual, the moral influence of such a body of men!"

This is the opinion of every enlightened man upon the nature of the Teacher's office. Let us endeavor to justify it in every particular, and then we shall elevate our vocation to the true position which it ought to occupy.

In the remarks I have made upon the propriety and necessity of moral instruction, based upon our duty to God, I do not mean that there should be any formality, any affected sanctity, or any pretensions to superior holiness on the part of the Teacher. God forbid. I would have him as pleasant, and cheerful, and honest, as a summer's day. I would not have the moral lessons occupy too much time, or crowd out the other indispensable studies of the School. But I would have them receive *all* the share of attention which their importance demands. The judicious Teacher will avail himself of the favorable moment for making the right impression upon the minds of his Scholars.

I am conscious that I have very imperfectly presented this subject to your consideration. But I do not exaggerate its importance. If I have said anything which is true, anything which really bears upon the most important question which can be submitted to any human being, I urge and entreat you to give it careful thought, to

allow it all the weight to which it is fairly entitled. So shall your influence never be lost, but go on, extending and widening. No sincere effort to promote the good of others can be wholly ineffectual. I remember the kindly tones, the pleasant face, the affectionate warning, and the cheering words of encouragement of a Teacher under whose care I was placed when a small boy. The influence which he exerted upon me will, I think, be felt forever; and it is an influence always leading to right. I shall never forget him. How often do I see him in imagination! He is living at the present time, and if he knew that I have been thinking and speaking of him to-day to an audience of Teachers upon the distant Pacific coast, his first emotion would be that of surprise that I still think of him after the lapse of so many years; the second would be a thrill of joyful gratitude to God that his counsels had made so deep an impression upon the minds of his old scholars that he had been remembered with esteem and affection.

May our efforts be such in relation to all who may be entrusted to our care that hereafter, wherever the lot of our pupils may be cast upon the broad earth, they may look back upon the School-house which they attended, as the place where they received, besides all useful learning, a love for all that is good, pure, and honorable, which has never left them, but exerts an abiding influence on their characters. So shall your memory be ever kept green in their hearts; so shall your faithful efforts be blessed in their lives.

Rev. Mr. Hill said he was glad that such an address was to be spread on the minutes of this Institute, and had risen mainly to present a motion which will not leave it a dead letter there. We could not avoid or ignore this great subject—the introduction of moral culture into our Common Schools. It had to be met affirmatively, or our Public School system will fall. He was satisfied, from what he had heard from Mr. Tait and others, that our Public Schools would furnish all the intellectual culture required by our youth. Intellectual education, however, was not all we needed. We had as much intellect in this State as in any other; but it has been a matter of regret, that intellect in California has been allied to immorality. We were to determine whether the train was to continue on the downward grade, or change the switch and send it on the upward grade. He arose to move that the subject of Moral Education be referred to the next Convention.

Rev. Dr. Peck said he had listened with great pleasure to Mr. Minns' address, and commended the subject to the State Superintendent, to be by him presented to the next Institute in the shape he might best think proper. He was proud that such an intelligent body of young men and women in the van of civilization approved of the address. He seconded the motion.

The President.—For the purpose of maintaining regularity as much as possible, I declare the Institute adjourned, and the Convention assembled.

STATE EDUCATIONAL CONVENTION.

Mr. Swett said, that as there was but little time left in which to transact the remaining business, he trusted the President would restrict speakers, according to the five-minutes rule.

The motion to refer the affair of Moral Education to the next Convention was then put and carried.

Mr. Swett then offered the following resolutions, which were seconded by Mr. J. C. Polton :

Resolved, That the thanks of this Institute be returned to the President, Andrew J. Moulder, for the able and courteous manner in which he has presided over the sessions of the Institute and Convention.

Resolved, That Andrew J. Moulder, State Superintendent of Public Instruction during the past six years, is entitled to the sincere thanks of the Teachers and Friends of Education in California for his efforts in securing the passage of practical School Laws ; for his able "Commentaries on School Laws;" for his efforts in securing a consolidation of the State School Fund; for inaugurating State Teachers' Institutes, and for the able manner in which he has administered the affairs of the Department of Public Instruction during his official terms of office.

The question was put by Mr. Swett, and the resolutions were unanimously adopted.

[M. A. Lynde, of El Dorado, in the chair.]

On motion of Dr. F. W. Hatch, the following resolutions were unanimously adopted :

Resolved, That the thanks of this Convention are due and are hereby tendered to Captain James Whitney, Jr., President of the California Steam Navigation Company, and through him to his associates ; to Charles Minturn, Esq., Agent of the Petaluma and other steam lines ; to J. P. Robinson, Esq., Superintendent of the Sacramento Valley Railroad, and his associates ; to Louis McLane & Co., Dooley & Co., and Fogan & Co., stage proprietors, (the last two named charging half fare,) for their courtesy and consideration in transferring Delegates to and from this Convention free of expense over their respective lines of conveyance.

Resolved, That the members of this Convention are under many obligations to Messrs. Newcomb & Guion, proprietors of the Orleans Hotel, and to other hotels, in the City of Sacramento, for the liberality manifested in their behalf in the reduction of their usual prices for board.

Resolved, That the officers of this Convention are hereby requested to communicate to the parties herein named the substance of these resolutions.

Mr. Minns stated that the report he had presented as Chairman of the State Committee on Text-Books was only intended as a recommendation to the State Board of Education. He had spent much time in the examination of the different works, and

did not intend, by recommending any of them, that they were to supersede other books now in use, but that they might at some future time do so, perhaps a year or so hence. He moved that the whole subject-matter of the Report be referred to the next Educational Convention. Carried.

Hon. A. J. Moulder offered the following resolutions, which were unanimously adopted :

Resolved, That the thanks of this Convention are hereby tendered to the Teachers and Friends of Education of the City of Sacramento, for the Complimentary Party given in this hall.

Resolved, That to the ladies who graced this Chamber by their presence on that occasion, and who have from day to day encouraged us during our labors by their smiles, our most heart-felt thanks are due, and hereby tendered.

Mr. Tait said many inquiries had been put to him in regard to the State Normal School, which had been started in San Francisco ; such, for instance, as to whether the pupils had to pay their own tuition, etc., and he thought the best mode of letting all know the exact condition of the School was to state all the *facts* in regard to it. It was established by a law of the last Legislature, and would admit one pupil from each county free of tuition, and as many more could attend it as wished, by paying a tuition fee of five dollars a month. At present there is but one Teacher, Ahira Holmes, the Principal. The number of scholars now in it is twenty-four—two gentlemen, and the rest ladies. Scholars have to be sixteen years old to be admitted ; the average age of the ladies now there is seventeen years. There were only seven or eight scholars there from interior counties ; the remainder resided in San Francisco. Only three thousand dollars was appropriated last year for the School, which was too small a sum for the purpose, but the friends of Education must work to make the next Legislature appropriate more liberally.

[President Moulder in the chair.]

Mr. Swett moved that the Convention request the next Legislature to give material aid to the Normal School. Carried.

Mr. Graham, of Tuolumne, moved that the amendment which, under the caption of Moral Culture, recommended the use of the Bible as a Text-Book, be taken from the table and referred to the next Convention. Carried.

The President gave notice that when the Convention adjourned, the State Board of Examination* would meet in the

* Vide C, in Appendix.

same place, and endeavor to get through with their labors in season to leave by to-morrow's boat. The object of the session of the Board of Examination at this time, was for the purpose of giving Teachers an opportunity to undergo an examination and receive State certificates, if found competent.

H. A. Pierce, of Yolo, moved to reconsider the Report on Text-Books.

Rev. Mr. Hill moved that the motion be tabled. Carried.

C. G. Ames, of Sonoma, Chairman of Committee on Amendments to School Laws, appointed on the preceding evening, presented the following report :

Resolved, That Sec. 31 be so amended, that full power be conferred upon the Trustees of any School District, to bring suit against any person (not exempt) who shall refuse to pay the amount due by him upon a rate-bill made out by the Board of Trustees, and recover the same in the manner prescribed for the recovery of any other sum or debt due upon a judgment obtained in a Justice's Court, with costs of suit : and if said Trustees fail to bring suit, when in their opinion the delinquent is fully able to pay the amount charged against him in said rate-bill, then the Trustees to become personally responsible to the Teacher in the amount due upon such rate-bills as they shall have failed to recover in the manner provided.

Resolved, That Sec. 11 be amended by introducing the following : And the Teachers so selected to form a Board of Examination shall be entitled to receive the sum of five dollars per day for every such examination—such sum to be paid out of the General Fund, upon the recommendation of the County Superintendent.

Resolved, That Sec. 11 be further amended, as follows : And be it further provided, That if it be not possible or convenient to convene a full Board of Examination between the regular quarterly meetings of the Board, then the County Superintendent shall have power to examine any applicant, and grant a certificate of approval, to remain in force until such County Board of Examination shall be convened.

Judge Thompson, of Calaveras, was opposed to the first resolution, *in toto*. He thought the best plan to make up any deficiency of this kind, was not to collect it by rate-bills, but to have it paid by the pupils, monthly, in advance.

Messrs. Lynde, Pierce, and others participated in the discussion.

Rev. Dr. Peck moved to refer the report to the State Board of Education. Carried.

W. S. Hunt moved that the Convention adjourn *sine die*.

The President then addressed the Convention as follows :

Remarks of Hon. A. J. Moulder.

LADIES AND GENTLEMEN OF THE INSTITUTE :

Before putting the question to adjourn *sine die*, I desire to express my earnest thanks for the kindness and consideration you have exhibited toward your presiding officer, and more especially for the warm and flattering terms in which you have seen fit to speak of my official action during the past six years.

It is deeply gratifying to find that I have met the approval of those who ought best to know how I have performed the duties of my office, and whose good opinion is therefore most to be desired.

When I entered upon the discharge of my duties, I fancied I knew all that was necessary to be known. I had taught for many years, and considered myself thoroughly competent to do all that my position called for. I soon found how little I knew. I saw, as I advanced, how vast a field lay open before me. I discovered that constant study was necessary to digest the mass of knowledge that had been disseminated on the subject of Education, and to make the best use—to apply it practically for the benefit of our Schools.

I found our School system in confusion. I endeavored to reduce order out of chaos, and your commendation encourages me to believe that I have succeeded. It is always difficult to prevail upon our Legislature to give our Schools the benefits of the adjuncts and improvements that experience and study in older countries have shown to be necessary. It requires repeated efforts before our Legislators can be made to understand what is necessary. They all profess an anxious desire to aid the cause of Education. You would suppose they would refuse nothing to our Schools, but there is but too often little action to back these professions. It has taken two, three, and sometimes four years, from the time a great reform was suggested, to procure its adoption.

You, my friends, can generally assist in the good work, by bringing your influence to bear in your several counties upon your members of the Legislature. Talk to them at home; endeavor to impress them with a knowledge of the wants of our Schools; shew them how little, after all, has been done—what vast powers for good they possess, and the time will come when we may begin to compare our system with that of the old settled States, and when we can assure the new-comer that his children may, in any and all parts of California, obtain as good an education as in the State from which he comes.

My connection with you, fellow workers in the cause, has always been harmonious and agreeable. In retiring to private life, I shall retain a pleasing recollection of our long association. But, though in private station, I shall be with you still. Your progress, your success, will always interest me, and whenever opportunity offers, in your future gatherings, such as this, I hope and expect to be with you, to co-operate in all your efforts, to labor in common with you for the advancement of your cause—the improvement and exaltation of your profession. From the bottom of my heart I wish you all a prosperous and happy career. Thanking you again for your unvarying courtesy, and your kind expressions of approval, I bid you farewell, and declare this Convention adjourned *sine die*.

APPENDIX.

APPENDIX.

[A]

MANNER OF CONDUCTING RECITATIONS.

In his Common School Journal, Vol. IX, Horace Mann alludes to several very objectionable methods of conducting recitations, then much in vogue, and after pointing out their defects, recommends the following as the latest and altogether the best method yet discovered :

“ It is, to ask the question generally, to the whole class, without giving the slightest indication, either by look, gesture, or position, who will be called upon to answer, or on what portion of the class the duty of answering will fall. This idea is very important. If the Teacher, by position or motion, gives any clue either as to the person or the neighborhood where his question will ultimately be fastened, or if, from day to day, or from lesson to lesson, he has an order of proceeding which may be discovered, he fails to comply with one of the essential conditions of this method, and defeats the plans he should practice. So, too, if the scholars adopt the belief that they can recognize a fixed rule lying underneath varying circumstances, they will soon begin to practise the art of divination. What we insist upon is, that, after a question is put, and until the individual is named whose duty it is to announce the answer, it should be as uncertain who that individual will be, as it is during a thunder shower where the lightning will strike the next time. In the former case, as in the latter, absolute uncertainty should reign over the event, until it comes ; and when it comes, Franklin himself should not be able to invent a conductor that will turn it aside.

After the question is propounded, let a sufficient time elapse, in entire silence and without motion, for each pupil in the class, or for all the pupils of ordinary intellect in the class, to prepare mentally the answer which he would give should it be his fortune to be called upon. No show of hands or other signal should be allowed, save that signal which no mortal power can suppress—the illumination of the countenance, when a new truth, like a new sun, is created in the soul. The Teacher must exercise his discretion as to the proper time for waiting. He must be governed by a rule made up of two elements—the difficulty of the question and the capacity of the class. A proper time having passed, let the hitherto unknown pupil, who is to announce the answer, be now made known. If the answer be correct, another question will follow. But, if the answer should be incorrect, or if the one called upon should make no reply, let another be named. Here is no occasion for waiting again. Should an erroneous answer (or no answer) be received from the second, let a third be called upon. Should the third fail, perhaps this will be as far as it will be expedient to proceed in this method. Let the question be then thrown open to the whole class ; and, if it has been framed with judgment, some one in the class, in forty-nine cases out of fifty, will be able to answer it. Should it often happen that no one in the class is able to answer the question put, it will prove the Teacher to have been in fault ; for it will show that

he has misapprehended the capacity of the class. Another question will then be given, and so on until the recitation is finished.

Now, is it not clear that the method last described tends to secure, and, if conducted with ordinary skill, will secure the attention of the whole class? Each mind will act upon each question. In a class of twenty, twenty minds will be at work. But according to the method first described, the intent, unwavering attention of not more than one in a class of twenty can be relied on. As a mere means of acquisition, then, to say nothing of intellectual habits, the latter method is nineteen times better than the former. We verily believe, that if a change *only in this one particular* could be introduced into all the Schools, it would forthwith give them four-fold efficiency, as a means of improvement.

The above views do not apply with equal force to all studies. There are some branches where other means of securing the action of each mind may be resorted to. In Arithmetic, for instance, different questions may be assigned to different members of the class, to be wrought out simultaneously. But we need not go into detail. Every competent Teacher, in applying a general rule to a variety or a diversity of circumstances, will be able to make the proper allowances and modifications."

[B]

CONSTITUTION.

ARTICLE I.

This Organization shall be known as "The California State Teachers' Convention."

ARTICLE II.

The Officers of this Association shall consist of a President, Vice-Presidents, Corresponding and Recording Secretary, and Treasurer, who shall be chosen by a majority of the members present—except the President.

ARTICLE III.

The Superintendent of Public Instruction for the State shall act as President of this Convention, whose duty shall be to preside at all regular meetings, deliberate on all questions brought before the Convention, and to appoint all Special and Standing Committees. It shall be the duty of the Vice-President to preside in the absence of the President.

ARTICLE IV.

It shall be the duty of the Recording Secretary to keep a correct record of the proceedings of the Convention. It shall be the duty of the Corresponding Secretary to correspond with the different County Superintendents on business relating to the Convention.

ARTICLE V.

It shall be the duty of the Treasurer to receive all moneys entrusted to his care by the Convention, and to pay out by order of the Secretary.

ARTICLE VI.

Any person who is engaged in Teaching in any of the departments of Public Instruction in the State, or in any Private School, College, or University, or engaged in editing any Educational Periodical, or any Superintendent of Schools in a city or county in the State, or any past State, County, and City Superintendents of Public Schools, Trustees, and Members of Municipal Boards of Education, shall be eligible to membership. Applications for membership shall be made, or referred, to a Committee; and all applicants recommended by said Committee shall be entitled to the privileges of the Convention by signing the Constitution. Honorary members may be admitted.

ARTICLE VII.

The time and place of the meetings of the Convention shall be the same as those designated by the State Superintendent for the meeting of the State Institute.

ARTICLE VIII.

The Constitution may be amended by a two-thirds vote of members present.

[C]

THE STATE BOARD OF EXAMINATION.

The State Board of Examination was composed, at this session, of—

Hon. A. J. MOULDER, State Superintendent Public Instruction.

A. H. GOODRICH, Superintendent Placer County.

M. A. LYNDE, Superintendent El Dorado County.

ROBERT THOMPSON, Superintendent Calaveras County.

Dr. F. W. HATCH, Superintendent Sacramento County.

GEORGE TAIT, Superintendent San Francisco City and County.

The Board conferred Grammar School certificates on the following gentlemen :

I. N. BURKE, Contra Costa County. T. W. J. HOLBROOK, Knight's Ferry.

ISRAEL JONES, Alameda County. M. I. RYAN, Stockton.

W. S. HUNT, Stockton.

The Board conferred Mixed School certificates on the following persons :

Miss SARAH LAKE, Alameda County. SOLOMON BUSH, Santa Clara County.

JOHN A. SIMONS, Sacramento County. GEORGE SMITH, Sacramento County.

JOHN LUTY, Placer County. E. G. DOWNER, Sacramento County.

CYRUS M. BARTLETT, Alameda County. J. W. JOSSELYN, Alameda County.

J. H. HILL, Santa Clara County. A. L. FULLER, Columbia.

SAMUEL D. BAKER, El Dorado County. A. H. McDONALD, Placer County.

The examination, which was partly oral and partly written, was public, and during a portion of the time a number of visitors were present. The adjournment of the Board terminated the interesting exercises connected with the State Teachers' Institute.

= Dup. "1861" volume
of

PROCEEDINGS

OF THE

California State Teachers' Institute

AND

EDUCATIONAL CONVENTION,

IN SESSION IN THE

CITY OF SAN FRANCISCO,

From Monday, May 27th, to Saturday, June 1st, 1861.



SACRAMENTO:

CHARLES T. BOTTS, STATE PRINTER.

1861.

PROCEEDINGS.

FIRST DAY.

STATE INSTITUTE.

MONDAY, May 27, 1861.

IN response to the call of the Superintendent of Public Instruction, a large number of Delegates from all parts of the State, consisting of Teachers, School Officers, and the friends of Education generally, assembled in Tucker's Academy of Music, in the city of San Francisco, on Monday, the 27th of May, 1861.

At ten o'clock, A. M. the State Institute was called to order by Hon. Andrew J. Moulder, Superintendent of Public Instruction, who is, by law, *ex officio* President of the Institute.

In explanation of the object of the Institute, the President delivered the following

Inaugural Address.

LADIES AND GENTLEMEN:

We have all long felt the need of such an Institute as that we this day inaugurate. Many of you have, doubtless, participated in the exercises, and experienced the benefits of similar Institutes, in the Atlantic States. You have there seen their valuable uses and their fruitful results.

For many years the State Superintendent has earnestly appealed to the Legislature to authorize the holding of State Institutes, and has vigorously pressed the reasons in support thereof.

It was necessary to explain again and again the objects and benefits of the Institute; for many were ignorant of the very meaning of the term.

The first bill introduced on the subject, a few years ago, was voted down, because, as the Superintendent was afterwards told, many of those voting thought that the Institute proposed, was a sort of social club, which was to be fitted up in club style, with luxurious lounges, carpets, and mirrors, where Teachers might assemble to while away an hour, or two, of lazy leisure each day, and, as one member expressed it, "to have a good time generally."

At the next session of the Legislature, the Superintendent again urged that the object of the convocation of the Teachers and School Officers—technically known as a Teachers' Institute—was to instruct and improve them in their vocation—that

similar Institutes were regularly held by the State Superintendent in almost every other State in the Union, in which a good and efficient system of education existed, and that they were there looked upon as invaluable aids to the Public Schools. It was stated that nearly eight hundred Teachers were employed in the Public Schools of California—that conceding they possessed the requisite scholastic attainments, not all clearly understood how best to impart their knowledge—not all comprehended the art of teaching.

In all other learned professions, in all trades, and crafts, a long apprenticeship is considered necessary.

But many imagine they are fully competent to teach, without any preparation. They think that the Teacher, like the poet, "is born, not made."

Hence, many undertake to teach according to their own crude notions. They have never had an opportunity of comparing their own lifeless and fruitless mode of instruction with that of accomplished masters of the profession, who have had the benefit of the most perfect models, of the world's experience, and have thereto superadded, a life-long study of their vocation.

The Teachers' Institute is intended to furnish them with the opportunity of making such a comparison, of profiting by such models, such experience, and such study. The advantages that must result to the children of the State, are incalculable. In another respect the intelligent, but uninformed, Teacher, must derive great assistance from such an Institute. His acquaintance with text-books is oftentimes limited; limited, perhaps, to those he was accustomed to use when himself a pupil.

He has had no opportunity of examining the vast improvements that each year brings forth; he knows not the facilities and appliances, experience and science are every year placing at his disposal for the instruction of the young. The improvements made during a few years past have wrought as great a change in the labor of teaching, as the cotton-gin, or the spinning-jenny, in manufactures; and it would be about as wise for the modern Teacher to disregard, or reject, the former, as for the planter to return to hand-picking, or the manufacturer to the primitive spinning-wheel. A Teachers' Institute should make all who attend, familiar with these improvements, and the best mode of putting them in practice, and thereby greatly augment their usefulness and the value of their services.

By such arguments as these did the State Superintendent urge upon the Legislature the necessity of giving him authority to convene such Institutes. Those arguments were at length successful, and you are this day assembled by virtue of an act passed April 28, 1860.

In the history of our young State, there have been two Educational Conventions held, but this is the first legally recognized State Teachers' Institute.

And now, for what have we met? For what have the many intelligent ladies and gentlemen who have come from far distant localities, assembled here?

The answer is, in brief, to improve themselves in the art of teaching. You have not come here to learn any new facts in Geography, or History, or Grammar, or Philosophy. All our exercises will be based upon the presumption that every Teacher who has charge of a Public School, in this State, is already familiar with the facts of the sciences he is called upon to teach.

Our purpose is to ascertain, by the instructions of competent gentlemen, and by comparison of views in free discussion, the best modes of imparting those facts, the best modes of stimulating the reasoning and reflecting powers of pupils. I have already announced that it is proposed to attain our object by distributing our exercises between two organizations; the one, the State Teachers' Institute proper, the other, a State Educational Convention. They are, in effect, one; in form, divided, for more systematic work.

For the Institute, the Superintendent has made ample provision. He has marked out and arranged the exercises.

For the Convention, you, ladies and gentlemen, must consult your own wishes in the arrangement and transaction of business.

The Institute will be opened at ten o'clock, A. M. each day. For each day the services of an intelligent and accomplished Instructor have been secured. Steadily keeping in view the object of the Institute, those instructions will relate to the true principles of teaching, the most approved methods of cultivating the reasoning faculties, exciting the interest, holding the attention of pupils, and finally, of imparting, with greatest facility to the Teacher, and least toilsomeness to the scholar, all those facts and principles which constitute useful knowledge.

The exercises of the Institute will not continue later than twelve, or half-past twelve, o'clock.

I then propose to adjourn the Institute for the day, take a recess until two o'clock, and at that hour, call the State Educational Convention to order. The Convention will elect its own officers, provide for the appointment of standing committees, arrange the order of business, and do such other acts within the range of its purpose, as it may think proper.

The law authorizes the State Board of Education to recommend a uniform system of text-books for use in the Public Schools throughout the State.

After consultation, the Board of Education resolved to postpone the selection of these text-books until the Teachers and School Officers in Convention assembled, had had an opportunity to examine, discuss, and pass upon, their merits.

They considered that this was a compliment due to those who had practical acquaintance with the subject matter, and who were chiefly to be affected by any changes recommended.

The Board desire, therefore, the Convention to recommend what, in its opinion, is the best text-book in each of the principal branches usually taught in our Public Schools.

While such recommendation will not be positively conclusive, it will have controlling weight with the Board, so that any book recommended, will be adopted, unless—what is not anticipated—special objections should be discovered.

The selection of these text-books will, therefore, be one of the most important duties of the Convention. It will require great care and deliberation, and no expedient should be neglected to secure a careful examination of all the text-books published, relating to each branch of study.

It has occurred to me that the best and most expeditious mode of transacting this business, is to provide for the appointment of a committee, consisting of three, or five, as the Convention may deem best, upon each branch, with instructions to examine and compare all books relating to that branch, and report the result of their deliberations to the Convention, with the reasons, as far as practicable, which may have influenced their decision.

It will be for the Convention, then, to discuss the merits of all books upon the given subject, and adopt the report of the committee, or a substitute therefor.

We shall thus have a standing committee upon Geography, Grammar, Arithmetic, History, etc. whose province will be a careful comparison of the merits of all works on those subjects, with a view to their introduction into our schools.

By this means no special merit of any book will escape the attention of the Convention.

In some instances it may be well, in case two books upon the same subject are found to possess very nearly equal value, for the committee to recommend one, with an alternate.

In Convention, each day, the subject of the morning instruction in the Institute will be open for discussion. In this way, the views, the information, and the experience, of all the members may be elicited, and thereby all be more, or less, profited by the full light thrown upon the subject.

I would further recommend that a Standing Committee on Amendments to the School Law be appointed, whose province should be to examine all resolutions recommending desirable amendments to existing laws, and report thereon to the Convention.

You have all had a large experience, and have become familiar with the working of the various laws relating to Public Schools. You know, therefore, wherein they are deficient, where they operate harshly, or unjustly, where they fail to accomplish their purpose, and wherein they might be improved.

A recommendation from so large and influential a body of experts, as compose this Convention, will have controlling influence with the Legislature, and will greatly assist the Superintendent of Public Instruction in procuring the passage of such laws as the necessities of our schools require.

It would be well also to appoint a Committee on a State Normal School, whose duty it should be to memorialize the Legislature to authorize the establishment of such an Institution.

The committee should be instructed to prepare, at their leisure, an address, explaining the object, the valuable uses, the necessity, of such a school in California.

The Superintendent will be happy to embody this address in his annual report to the Legislature, and will urge and enforce its recommendations, with all the power he possesses.

I have thus sketched the outlines of the plan, according to which the Institute and Convention may be conducted with profit to all in attendance. It will be for you, ladies and gentlemen, to elaborate and fill up those outlines.

I may here be permitted to congratulate the friends of Public Schools in California upon the great improvements made in our school laws and the valuable adjuncts to our school system, adopted within the last three years. And, first, as to the ways and means for increasing the School Funds, and thereby increasing the number, duration, and usefulness, of our schools, I refer to sections two, three, four, and five, of the act of April twenty-six, eighteen hundred and fifty-eight, whereby Trustees are authorized, in certain cases, to call an election, and submit the question of a district tax to the electors, to pay the expense of an additional term of their school; to section six of the same law, by which a means is provided for procuring the funds necessary to erect and equip school-houses; to section four of the act of April twenty-eight, eighteen hundred and sixty, whereby the School Fund is relieved from the payment of the per centage of County Treasurers, the salaries of County Superintendents, Census Marshals, and Trustees, and provision is made for the payment of those expenses out of the General Fund; to section five of the same law, whereby the maximum tax, the several counties in the State are authorized to impose annually, for the support of schools therein, is raised from ten to twenty-five cents on each one hundred dollars of valuation; to the act of April twenty-three, eighteen hundred and fifty-eight, under which some two hundred and sixty thousand acres of school lands, that had long remained unsold, were rapidly disposed of, and by which seventy-five per cent. of the purchase money, for which a credit is allowed, is made to yield a revenue of ten per cent. per annum, in place of the seven per cent. which the State pays upon the principal of the School Fund, when paid up; to the revenue law, passed by the Legislature just adjourned, whereby the State School Fund's proportion of the proceeds of the poll tax is increased from twenty-five to fifty per cent.; and, finally, to the act of April twenty-two, eighteen hundred and sixty-one, providing for the sale of the Sixteenth and Thirty-Sixth Sections in each township, and the conversion of the proceeds thereof into a General Fund for the equal benefit of all the schoolable children in the State.

For the sale of the millions of acres embraced in these school sections, the law has provided the simple and effective machinery, under which the last two hundred and sixty thousand acres of the five hundred thousand acres were so rapidly and satisfactorily disposed of,

Under the old law, sales had almost ceased. Under that just passed, we may confidently expect a rapid sale, and a large and rapid increase of our State School Fund.

Every year the laws I have referred to, have been gradually placing larger means at the disposal of school officers. It will require time for them to work their full

effects, but, with time, we may confidently count upon a large augmentation of the resources of the schools.

I need not tell you that it has required not a little energy and perseverance to secure the passage of these laws.

With all the aid derived from such as were in operation, our School Fund has been wretchedly insufficient. It has been a pittance almost beneath contempt, when compared with the magnificent fund provided for the support of schools in other States. In view of this, the Superintendent, at a time when the State treasury contained a cash surplus of six hundred thousand dollars, exhausted argument and entreaty to induce the Legislature to make a direct appropriation of one hundred thousand dollars, over and above the interest paid upon the principal of the School Fund, for the support of schools, but without success. Members were so shocked, so horrified, at such extravagance, that the Superintendent felt very much as if he ought to apologize.

I can but glance briefly at some of the most important provisions, recently adopted for the improvement of our school system.

For years, the practice of anticipating the revenues of years to come to meet present necessities, seriously crippled many of our schools. This has been remedied, and all operations are now conducted upon a cash basis.

Another step in advance, is the law organizing State and County Boards of Examination, for the purpose of examining Teachers, and granting them certificates. In the County Boards, the Teachers themselves have a voice, and it is within their power to raise the standard of their profession, and to weed out the unfit and incompetent, who have succeeded in fastening themselves, in some instances, upon our schools.

A salutary amendment to this law has just been passed, whereby the County Superintendent may call to his assistance, in making up the Board, three qualified citizens, in case he finds a difficulty in procuring the attendance of three qualified Teachers. This will be a convenience in some of the less populous counties. Among other improvements may be mentioned the specification of the manner in which the funds belonging to a district shall be distributed among the several schools maintained therein, thereby removing a fruitful source of complaint and ill-feeling—the power granted to the State Superintendent to hold Teachers' Institutes, and the authority conferred upon Trustees of two contiguous districts, to unite their funds for the support of a Union School, or a school of high grade, open to the children of the uniting districts.

In conclusion, let me say, ladies and gentlemen, that none of us are so wise that we may not learn something from our associates, especially when those associates have devoted their talents, much time, and study, to the mastery of a specialty in their profession.

From such, as far as I have been able to select them, will you receive instructions, from day to day.

You will be told to mark the distinction between education and instruction; that the former is the drawing out, cultivation, and development, of what is innate—the sensibilities and moral faculties; the latter, the imparting of useful knowledge; that one may be perfectly competent as an Instructor, and yet signally deficient as an Educator; that the accomplished Teacher should combine both qualities. You will be told, as I have before told you, that it is not enough that he store the mind of his charge with all the knowledge to which man has attained. He must cultivate the moral qualities, elevate the sentiments, repress the passions, bring into subjection the senses, ennoble the aspirations.

The primary object of education is to develop and sharpen the thinking and reasoning powers, not to cram the memory of the unhappy pupil with a mass of facts that but too often he learns but to forget.

Little that the scholar learns in early life is of any practical use to him in after days, save as a stepping stone to higher attainments. No one relies upon his

school-day knowledge, as the basis of action in the conflict of life. He matures and digests that knowledge, whenever the exigencies of his position demand its use. The school-boy is but the apprentice, who learns to use, skillfully, and with dexterity, the mental tools with which nature has endowed him. In after years, he may so use those tools as to rank among the master-workmen of his age.

Modern Educators have agreed that the development of the faculties must precede all intelligent use of them, in the great practical problems of life.

The perceptive faculties are the first developed in the human mind, and, therefore, with these, we have first to do in the education of the child, and thus we should begin with tangible objects, and those the most familiar; and where these are not accessible, with the pictures of objects, something upon which the senses may be brought to bear, and through them, the mind be led to determine color, form, size, weight, number, and sounds, and thus the child be early taught to observe carefully the many curious things spread out in nature, all around him.

In primary instruction, as you will be told, familiar objects must be exhibited to the child.

The prevailing error has been, in first presenting abstractions—the letter, the word, or the sentence, without meaning. In a word, the grand error has, for centuries, been, the cultivation of the memory, at the expense of the perception.

We want more oral instruction, more illustrative teaching, more maps, pictures, diagrams, apparatus, simple things that will commend themselves to the mind of the child, and awaken thought.

The object of study is not to exercise the faculty of memory, as many Teachers suppose, and upon which they base their whole theory of teaching. It is to awaken and excite the powers of reflection. It is not to repeat, but to ponder; not to make a lumber room of the child's mind, but a well ordered machine shop and laboratory, supplied with keen and ready tools wherewith to fashion and assimilate the crude facts arising in the every-day intercourse of life.

You will be further informed, that the office of school-keeping is threefold; to secure authority, to stimulate intellectual activity, and to communicate knowledge.

Each of these is absolutely essential in every competent Teacher, and in so far as any one falls short in either of these qualities, he is an incompetent Teacher.

It will be the province of the gentlemen who will address you, to furnish valuable instruction on all these points, and to show you who is a perfect Teacher, and by what means perfection may be approached.

At the conclusion of this address the President introduced the Instructor of the day, George W. Minns, Esq. Teacher of the Natural Sciences, in the San Francisco High School. The following is Mr. Minns' address—

On Methods of Teaching.

The Common Schools are established by law, for the purpose of affording to all the children in the State the means of obtaining a good education, at the public expense. Their design is to have knowledge as common among the people, as are water, air, and the sunlight. They are planted deep in the affections of the people. Their importance cannot be overstated. Any attempt to improve them, or to render them more useful, deserves the encouragement of every good citizen. I understand that the object of this Institute, composed of Teachers from various parts of the State, is to interchange views in relation to the great cause of education, in order to assist one another in the practice of their profession.

So much has been written upon the subject of education, that it would seem to have been exhausted long ago. Yet it is, in fact, as inexhaustible as human nature. It comprehends and applies to all men, from the cradle to the grave, under all circumstances, and with all their varieties and peculiarities of character. It endeavors

to ascertain the true and philosophical system of human culture, to point out the best methods of teaching, of maintaining good order, of preserving the health, and of developing all the faculties in the natural order, so as to produce the best results for the individual and the community.

The object of the present meeting is more specifically to improve, in every possible manner, the condition of the Common Schools of this State. We wish to render these fountains, at which the great mass of the people drink, as pure and invigorating as possible.

My purpose is then to take some of the ordinary branches taught in the Common Schools, and to state what I think the best methods of giving instruction in them. Before doing so, however, let me present a few general considerations.

Although the practice of teaching must have begun in Paradise, (indeed, according to the pious legends of the Rabbins, Adam was not only the first man, but also the first School-Master, aided by Enoch, I suppose, as his first Assistant,) yet it is nearly certain that no great improvements were generally effected in the art of teaching, and that there never was known such a thing as the philosophy of teaching, until the institution of Common Schools, and in point of fact, not even till long after they were known. We owe our fathers a debt of gratitude for the establishment of the first Free Schools, supported at the public expense, for the education of the whole people. Yet they were very imperfect in many particulars, and the change for the better was very slow and not made without much opposition. There was for a long time great imperfection in the construction of school-houses. The Hon. Horace Mann, while he was Secretary of the Massachusetts Board of Education, described school-houses in central districts of rich and populous towns, where each seat was a stump, without side-arms, or back-board; some of them so high that the feet of the children in vain sought after the floor, and on the hard top of which they were obliged to balance themselves as well as they could, for some six hours in a day.

Mr. Mann says: "I have reason to remember one of another class of school-houses, of the wicker-work order of architecture—summer-houses for winter residences—where there was never a severely cold day without the ink's freezing in the pens of the scholars while they were writing, and the Teacher was obliged to compromise between the sufferings of those who were exposed to the cold of the windows, and those exposed to the heat of the fire, by not raising the thermometer near the latter above ninety degrees, until that near the window fell below thirty. It was an excellent place for the Teacher to illustrate one of the facts in geography, for five steps would have carried him through the five zones. Just before my present circuit," he writes: "I passed a school-house, the roof of which, on one side, was trough-like, and down towards the eaves there was a large hole, so that the whole operated like a tunnel, to catch the rain, and pour it into the school room. At first, I did not know but it might be some apparatus to illustrate the Deluge. I called, and inquired of the Mistress, if she and her little ones were not sometimes drowned out. She said she should be, only that the floor leaked as badly as the roof, and drained off the water."

I myself have seen a school-house in which an old hat was shown to be a pronoun, by being used instead of the noun, glass.

It is of great importance to provide healthful and comfortable school-houses for the young. Let them be placed in the most pleasant locations; let the seats be convenient for children of all ages, and let an abundance be furnished of that prime necessary of life, fresh air.

More improvements have been made in the last twenty-five years, in relation to the structure and management of school-houses, and in reference to the modes of teaching the various branches pursued therein, than had been accomplished during the preceding two centuries. I well remember the first Grammar School which I attended. It was a very long room with a smoke pipe extending the whole length of it, into which, so the Master said, all bad boys would go. I was puzzled for some

time to find where it led, as it passed through a partition separating us from the next room. The stove was large and grim-looking, with the head of some nondescript monster upon the door, with the snarling mouth wide open; and when the full power of the draught was on, it roared loud enough to devour several bad boys at once. I kept at a safe distance from it. The walls of this apartment were as bare as prison walls. There was not a map, nor an engraving, nor a picture upon them, and no globe belonged to the school. This was certainly wrong. The walls of our school-rooms should be covered and adorned with maps and pictures suited to the progress of the scholars. There are published in the pictorial papers, and in other ways, farm scenes, pictures of domestic animals, birds, and beasts, of flowers, of different kinds of trees, and views of some of the largest cities of the globe, all of which would be useful in this respect. Nor, by any means, would I have omitted some scenes addressed to that sense of the beautiful which exists in children as strongly as it does in us. All this might be done at a trifling expense, and what a contrast would be presented between such a school-room and the cold, lifeless, and dingy walls within which too many children are confined. If I had a school in the country, particularly if it was one for small children, I would, in the proper season, have many of the exercises conducted in the open air, in a grove, or any shady place, near by. Every lesson relating to nature should be studied, or read, in the face of nature, with flowers scattered all around, and under the living trees, instead of hanging over the "desk's dead wood." Why should a class read Bryant's glorious poem "The groves were God's first temples," in a wooden box lined with Lowell sheeting, when at a short distance may be nature's temple itself, with its lofty pillars, its green arches, its majestic roof, and its sweet songsters.

Then, still carrying out this principle of object-teaching, I would avail myself of it wherever I could. For instance, by the use of the numeral frame, or, if that cannot be had, with buttons, or beans, all the fundamental rules and principles of arithmetic can be taught and made palpable to the eye. I would have the length of a yard, foot, and inch, permanently marked upon the upper part of the blackboard. I would have every Grammar School provided with the following articles, for use in the various departments, namely: Peck, gallon, quart, pint, and gill, measures; grains, pennyweights, ounces, and pounds, of the different measures, blocks to represent square and solid measures, and, in addition, a pair of scales. The clock can be used to illustrate the divisions of time. I would have every scholar studying arithmetic show himself, by experiment, whether the tables he commits to memory are correct. In this manner, the learning of the tables, which is so often considered a drudgery, would become a pleasant pastime. After this, do you think the pupil would forget them?

So, in commencing grammar. Provide a number of different colored wafers, bits of cloth, silk, or cotton. Show them to the scholars, asking them to state the color of each. Let the pupils tell and write upon their slates, the object, the color, and the number, shown. Will not they very soon learn which is the noun, and which words merely describe the noun, that is, are adjectives?

A similar course may be pursued with the verb, and it may be modified so as to bring the child to understand the office of pronouns, and to apply some of the tenses of the verbs.

Example—I lift a book (doing it). He lifts a book. The book can be lifted. You may rise. They will sit. She is touching the table, etc.

This exercise may be varied indefinitely. Children should go through these exercises together, pronouncing the sentences, and illustrating them by doing the thing mentioned.

In this connection, I will remark that, in my opinion, children pursue the study of grammar at altogether too early an age. Because they can easily be taught what a noun, an adjective, or a verb, is, it by no means follows that their minds are in a fit state to understand the principles of grammar, or analysis. There are other studies more suitable for their tender years. A year, or two, later, they can enter

more readily into the spirit and foundation of the rules of grammar, and their minds will be better prepared to grapple with the difficulties of the study. Time is lost by putting children into studies for which their minds are not ripe. "Grammar is not the stepping-stone, but the finishing instrument." As grammar was made after language, so ought it to be taught after language.

When scholars come to study the natural sciences, these are made, as much as possible, matters of experiment and observation. No one supposes a pupil will make any proficiency in the study of chemistry, or of any branch of natural philosophy, without witnessing experiments, or making them for themselves. Is there not good reason, then, for pursuing the same course, as far as possible, with less advanced children. It is true, as has been remarked, that Primary and Intermediate Schools need apparatus as much as a High School, but, of course, of a different character.

Mr. Josiah Holbrook. (25 Howard Street, New York,) has prepared apparatus specially designed to illustrate the subjects taught in all grades of public schools. It combines economy and durability. The Common School sets embraces—

For Arithmetic—An abacus, or numeral frame, with movable balls, or counters, to be used in teaching Numeration, Addition, Subtraction, Multiplication, Division, and Fractions; also, blocks to give examples in square and solid measures, and to illustrate the extraction of the Square and Cube Roots.

For Geography—A Globe, a Hemisphere Globe, and a Tellurian.

For Geometry—Solids, representing various geometrical figures, and illustrating the square of the hypotenuse.

The price of the articles named, in the Atlantic States, is from twenty to twenty-five dollars.

The several faculties of the human mind are not simultaneously developed, and in educating an individual we ought to follow the order of nature, and adapt the instruction to the age and mental stature of the pupil. If we reverse this order, and attempt to cultivate faculties which are not sufficiently matured, while we neglect to cultivate those which are, we do the child an irreparable injury. Memory, imitation, imagination, powers of observation, and the faculty of forming mental habits, exist in early life, while the judgment and the reasoning powers are of slower growth. It is well known that the memory may be stored at an early age with valuable rules and precepts which in future life may become the materials of reflection, and the guiding principles of action; that it may be furnished with heroic sentiments and poetic illustrations, with "thoughts which breathe and words that burn," and which, long after, will spring up spontaneously from the depths of the mind, at the proper moment, to embellish and to enforce the truths of the future man.

This period of life, when acquisitions of this kind are most readily made, is not that in which the judgment and reasoning powers can be most properly cultivated. They require a more advanced age, when the mind has become more matured by natural growth, and better furnished with the material of thought.

An important part of elementary mental instruction is that of imparting expertness in the performance of certain processes, such as spelling, reading, penmanship, drawing, composition, expertness in the first rules of arithmetic. I shall by and by consider some of these branches under another aspect. At present, I refer only to that promptness and dexterity in going through certain processes, which can be imparted only by laborious drilling on the part of the Teacher, and acquired only by attention and frequent practice on the part of the pupil. As merely one illustration of what I mean, I will mention skill in adding long columns of figures with rapidity and correctness. It is only in early life, while the mind is in a pliable condition, that these mental facilities can most readily and most perfectly be acquired. The practice in each case must be so long continued, and the process so often repeated, that it becomes a mental habit, and is at length performed with accuracy and rapidity, almost without thought. I think this drilling is the most irk-

some part of a Teacher's duty ; it is apt to be distasteful to the pupil, but it must be faithfully and resolutely performed. It is an important principle which should be kept in view by the Teacher, that although the practice of an art is at first difficult, and requires at each step an effort of mind, yet, every repetition renders it easier, and at length we come to exercise it not only without effort, but as a pleasurable gratification of a habitual act. Perseverance, therefore, in this cause, will ultimately receive a grateful reward.

We should carefully avoid having too many studies in our schools. *Non multa, sed multum* is a maxim of sound sense. Do a few things well, not many things poorly. It should never be forgotten that correct spelling, reading, writing, arithmetic, geography, grammar, and facility in expressing ones-self in good plain English, are indispensable. They are the foundation of all future acquisitions ; in fact, without them, there can be no superstructure. They are worth any quantity of heads full of mere smatterings of *ologies* and *osophies*.

"I want to *conjecture* a map to study *antimony*, and to learn *bigotry*," said a girl to her master. "My dear little girl," was the reply, "you may *project* a map after having studied geography some time longer ; *astronomy* you may attend to when you can understand it ; and I would advise you never to learn *bigotry* in all your life. Perhaps you mean *botany*."

It is a great evil, I have said, to introduce many studies into a school. It works evil in another way, and that is, children are put into studies for which their minds are not mature enough. It is an important fact that the mind, at a certain time, may be totally unable to comprehend a subject, because it is not sufficiently developed to understand it. The evident course to be followed is, to *wait*, wait until the *mind has grown*, and then what was formerly so difficult becomes perhaps quite easy.

An incident is related in the Autobiography of Dr. Benjamin Franklin, which illustrates this point.

Dr. Franklin states that he was sent by his father to a school for writing and arithmetic, "kept by a then famous man, a Mr. George Brownwell. Under him," says the Doctor, "I learned to write a good hand pretty soon ; but I failed entirely in arithmetic."

It is almost incredible that a mind like Franklin's should be incapable, even at the age of nine years, of understanding the rudiments of arithmetic, which, he tells us, he mastered a few years after, by himself, with ease. His mind, perhaps, was not sufficiently grown for him to take hold of the subject. Another explanation of this fact is to be found also in the character of the text-books used in Franklin's day, and in the method, or, rather, want of any method, of instruction. Every one, at all interested in the cause of education, knows the vast improvement that has been made within a brief period, both in the books used in schools, and in the methods of teaching from them. This improvement has extended to every branch of a school education. It is difficult for us to form an idea how different was the state of things in Franklin's time. I imagine I see the boy—endowed by his Creator with faculties which were to astonish the world by their strength, acuteness, and grasp—that boy, who afterwards made his name immortal by his discoveries in science, and who did more than any man, except Washington, to carry his countrymen successfully through the war of the Revolution—I imagine I see him in a small and, probably, ill-ventilated school-room in School Street, in the town of Boston, resting his distracted head upon his hand, and endeavoring in vain to catch a glimpse of the meaning of the mysterious rules in *Cocker's Arithmetic*. The various studies that now make school life pleasant, were entirely out of his reach. At ten years of age he was taken from school to help his father in the business of tallow-chandler and soap-boiler, having learned from that "famous man," Master Brownwell, nothing except a good hand—a statement which every one will admit to be true, who looks at his name signed in clear, round, characters, to the Declaration of Independence. One cannot help thinking with what delight Franklin

would, even at that early age, have pored over the most elementary treatise on Natural Philosophy ; but it was to be his fate, by his brilliant discoveries, to *make* some of the most important *additions* to such a work, instead of merely reading accounts of the achievements of others.

It should be carefully kept in mind that the object is not to pour information into the mind, but to train and discipline it. Hence we see the absurdity of learning a lesson merely by rote, and of asking, in hearing a recitation, simply the questions which may be in the book. Montaigne says : " To know by heart, is not to know." Self-development should be encouraged to the fullest extent. The pupil should be *told as little* as possible, and induced to *discover as much* as possible. Encourage him to conquer difficulties himself. Every victory so achieved adds to the strength of his mind, and what he acquires in this way he makes permanently his own. The rule that the Teacher should follow, is not to do any thing for the scholar, which the scholar can do for himself ; to remove from the road only those obstacles which are insurmountable, and to put the pupil on the right track, when he has got on the wrong one. The true object in teaching is, to enable the scholar to do without a Teacher, as in assisting a child to walk, it is that he may walk alone. It is true that certain information must be imparted by the Teacher, and the best informed man, other things being equal, will be the best Teacher. But in imparting information, the same caution should be used as in feeding a child. Give him intellectual food only when he craves it, then only can he digest it. Don't load his stomach when he is not hungry. There is intellectual dyspepsia in some schools.

It is implied in what I have said, that the real object of education is to teach how to *think*. If this is not done, the memory may be crammed with knowledge, so called, (even this is like the rude and undigested mass with which Virgil's harpies gorged themselves,) but what wisdom is there, what development of mind ? Emerson says : " When a great thinker is let loose upon the world, look out." How true it is that very few people do think. Many follow in the beaten track, without asking whether there is not a better road. How many are carried away by mere words, names, devices, without once inquiring—What does all this really mean ? Let us not be surprised then that the power of thinking is not more frequently found among the young. Few grown persons possess it. But it is a source of great gratification to the Teacher, when he finds in his class any who do *think*, who turn the matter over in their minds, who inquire why this is, or is not, so ; in short who bring mind to bear upon the subject of their lessons. He wishes that that heaven would leaven the whole lump of juvenility before him. Too many learn their lessons by going over them as a mere matter of memory, not as an exercise of the mind. This will be the case as long as Teachers insist upon, and are satisfied with, merely the answers in the book, hearing the lesson almost as a mechanical exercise. The remedy for the evil is to cross-examine the scholars closely, and in a variety of ways, in order to ascertain whether they have clear and definite ideas on the subject which they have been studying. In this manner you probe their knowledge. Take all the pains in the world to see that they *understand* what they recite, perhaps, very glibly.

As the foundation of all memory, of all thinking, of progress in learning, of success in any pursuit, *attention* is indispensable. It is the possession, or the want of this faculty, that makes the great difference among men. It is the power of directing and holding the mind closely and fixedly upon any subject, until it is contemplated in all its aspects and relations, and thereby fully understood. You remember Newton said if there was a difference between himself and other men, it resulted from his attention to the subject of his thoughts. This ability to fasten and hold the attention, cannot be estimated too highly. It must not be disregarded even in the youngest pupil. Whether one, or many, are to be instructed, undivided attention must be given. Care and judgment are of course highly necessary in presenting just such thoughts and lessons as are adapted to their capacity. One thing at a time should claim attention, until it is fully mastered. Let that one thing be

within the reach of the child's mind, and then impressed upon it until the idea is fully grasped.

A pleasant method of giving a child a lesson in attention may be found in Ogden's "Science of Education." He says: "A little expedient to which I have resorted, on some occasions, may be suggestive of means that may be adopted for correcting these evils, and of fixing the attention. Holding up my watch to the school, I have said: 'How many of these little boys and girls can look at it for one minute at a time?' The idea, perhaps, is a novel one, and their little voices and hands will respond, anxious for the experiment. Some will say, boastingly, 'I can look at it an hour!' 'Two hours!' responds another little captain, who is anxious to make a display of his prowess. At this juncture, I ask, how many would be willing to make the experiment of one minute continuous looking? There is a shower of hands and a shout of voices raised to the highest pitch. 'Well, let us try; all ready; now!' And their forms straighten up, and all eyes are bent with intense earnestness upon the watch. It grows very quiet, and every one listens and looks. Presently it occurs to half a dozen, or more, of them, that they are doing it about right. 'I wonder if John, or Charles, or Mary, or Ellen, is looking too? Wonder if they all are doing as well as I am?' And their thoughts leave the watch and the promise, and wander after Charles, or Ellen, and the temptation to look away becomes so great that in about half a minute, or less, you will see an occasional pair of eyes glance hurriedly to some convenient quarter of the room, and back quick to the watch again; others, still less cautious, will turn the head, and look carelessly away; others, again, will drop off entirely, and cease to look, while some, more resolute and determined and careful than the rest, will not remove their eyes for a moment, and at the expiration of the time, will announce their triumph with evident satisfaction. At the close, some will insist upon a new trial. It may be granted; and then others will succeed; and here it might be well to vary the experiment. The question might be asked: 'If you are capable of holding your eyes fixed upon that watch, can you, with equal success, confine them to a picture, or mark, upon the board?'

'Now, if you can look at a watch, a picture, or a mere chalk mark upon the board, for a given time, can you look at your books as long without change?' The intention here, perhaps, will be discovered by some, and they will begin to see the force of it. Let the experiment be made with the book, without attempting to study during the first few trials. If they succeed well, suggest that if they can look upon one page of the book, they might study that long without looking away. And if they can thus confine the attention for one, two, or three, minutes, they can also, by practicing, continue it to five and six. But it will be found that young scholars are not able to endure more than three, or four, minutes, even after months of practice."

Another method is to read sentences selected for the beauty of the thought, or for the admirable manner in which they express some noble sentiment, or convey some moral truth. They are to be suited to the mind of the scholar, and are to be read to the whole class, beginning, of course, with short sentences, and afterwards proceeding to longer and more complicated. Every one in the class must be told to give close attention. The sentence is then read *only once*, slowly and distinctly. All those who can remember it are requested to raise their hands, and some one is called on to repeat it. It is wonderful to what an extent the attention and the memory can be cultivated by such a course as this. Do you suppose that children, who have had the advantage of this practice, will, when they hear a lecture, or sermon, in after life, complain that their memories are so wretched that they cannot recollect a word.

Warren Colburn's "Intellectual Arithmetic," (and all mental arithmetics, are based upon his plan,) besides addressing the reasoning faculty, and leading pupils to understand the principles of arithmetic, is remarkably instrumental in increasing the power of thought, and in enabling the mind to hold and to follow a line of consecutive reasoning.

The object of the Common School is to give the pupil a good knowledge of the fundamental branches of an English education. I shall now remark upon the methods of teaching some of these branches somewhat more in detail.

Edward Everett says, "I hold that to read the English language well, that is, with intelligence, feeling, spirit, and effect; to write, with dispatch, a neat, handsome, *legible*, hand, (for it is, after all, a great object in writing to have others able to read what we write,) and to be master of the four rules of arithmetic, so as to dispose, at once, with accuracy, every question of figures which comes up in practical life—I say, I call this a good education. And, if you add the ability to write pure, grammatical, English, I regard it as an excellent education. These are the tools. You can do much with them, but you are helpless without them."

First, let me speak of reading. To read understandingly, naturally, expressively, and feelingly, is a delightful accomplishment, and yet, how few possess it! Vocal exercises are excellent for cultivating and developing the powers of the voice; the proper pronounciation and distinct enunciation of words, the different intonations of the voice should be carefully regarded; but the signification of the words, the *meaning* of the author, is indispensable. *A lesson in reading should be studied as thoroughly as any other lesson set in the school.* The Teacher should inquire the meaning of every word and every allusion with which he may suppose the pupils to be unacquainted. As their minds become more mature, he should call their attention to the beauties, or defects, of any comparison employed. He should endeavor to impress them with a proper conception of the beauty, wisdom, or truth, of what they read. If a lesson of only a few lines can be learnt in this manner, set that lesson, *and no more.* Do not be discouraged if the progress be slow at first, it will be rapid by and by. At any rate, it is progress, whereas the other course is no progress at all. For surely, the uttering of pages of words, day after day, and month after month, without comprehending their meaning, is not at all elevated above the occupation of the parrot. Nor is it sufficient that the pupil understands the meanings of most of the words. He must know them all. If he is ignorant of the meaning of one word, he may lose all the soul of whatever he reads. Let the Teacher, in hearing a class read, have perpetually in mind, the question addressed by Philip, "Understandest thou what thou readest?"

There can be no good reading, if the lesson is not understood. If, upon examining a school, I found the pupils well acquainted with the meaning of what they read, I should feel the best assurance that they had pursued their other studies understandingly.

I wish to caution all against a theatrical tone. Most Professors of Elocution commit this error, and many who attend their instructions, imitate them in this respect. Hence, there is so little good reading among us. On the one hand, some who have never received any instruction from a competent Teacher, read in a careless, slovenly, and wretched, manner, mumbling their words in the same monotone, whatever the subject may be; while, on the other hand, many, taking their cue from some Professor of Elocution, or some *distinguished* public reader, assume an unnatural tone, and with an air and manner all affectation and conceit, begin what they consider remarkably *stunning* reading. Heaven preserve me from it. "I had rather be a kitten, and cry mew," than be obliged to listen to it. I pray you avoid it. Of one of these theatrical readers it was said that, at dinner, she stabbed the potatoes instead of taking them, and that she asked for a knife in the same tone in which she would say, "Give me the dagger."

I proceed next to the subject of Geography. This study is often commenced with a series of definitions which are got by heart, repeated, laid aside, and forgotten; forgotten, for one reason, because not explained, or understood, the language being made to precede the ideas; and for another, because the words which the definitions are to explain are new to the pupils. A better way of commencing geography, with all children, is to call their attention to the spot on which they live; to point out surrounding objects, and mark their relative situations on the

floor, or black-board; and thus, to show how a town, its streets, or roads, and its prominent features, natural, or artificial, may be represented. As their ideas expand, the scale may be reduced, and distant towns, counties, rivers, and mountains, with which the children are acquainted, or of which they may have heard, may be introduced, correct ideas of space and number being gradually acquired. Pupils should be taught, by reference to objects around them, what is the length of a mile, and by questions put to them in relation to places to which they have traveled, they should be enabled to form a correct idea of what the distance, fifty, one hundred, or one thousand, miles, actually are. Point out in which direction North, South, East, and West, are, and state why a certain direction is fixed upon for the North. Call attention to the pictorial representations of lakes, rivers, etc. (like those introduced into the San Francisco schools) and having already become acquainted with the *thing*, notice how quickly they will learn and how easily they will remember the *name*. Geography ought not to be studied without continual reference to a globe; it should be looked at during every lesson, and it would gradually stamp upon the minds of the scholars such a lively image of the sphericity of the earth, and of the relative positions and sizes of continents, islands, oceans, etc. as would never be effaced.

I find in most geographies, lists of questions directing pupils to learn the situations of small towns, or villages, or insignificant rivers, or lakes, as: Where is Toudou, Tzentzin, Sewah, etc. etc.? Such places are of no consequence; the scholar has no assistance from the association of ideas in mastering what may be truly called his *task*; and in ascertaining the position of places which might as well be called by the letters of the alphabet as by the names used in the book. I should request the scholar to find out the localities only of the more important places, and which these are can be easily known from the book. Why should he be called upon to burden his memory with a mass of useless details forgotten as soon as acquired? You do not wish to make of him a Geographical Gazetteer. You cannot expect him to know the locality of every place upon the earth from Borioboloo Gha to London. You must draw the line somewhere; draw it then between those places which are of importance and those which are not. After leaving school, the scholar can easily ascertain the position of any place in which he may happen to be interested.

I make these remarks because pupils, at exhibitions, have been called upon to run through long catalogues of names of rivers, lakes, seas, oceans, capes, islands, mountains, states, cities, towns, etc. It is well that children should know these, to a certain extent, but this is by no means the important part of geography. They should also become familiar with the grand facts and the leading principles; the real and comparative sizes of countries, using their own State as a unit; the comparative population of different countries and large cities, taking the population of California and San Francisco as the units of measure; the grand features of countries, such as the mountain and river systems; the climate of different parts of the world, and the causes affecting it; the various productions of the globe; the extraordinary natural curiosities found upon the earth; the great ocean surrounding the land, and inviting the nations to commerce; the kind of people that live in any land, their religion, their peculiarities, their social and political condition, and many other subjects which will suggest themselves to the competent Instructor.

If geography were taught in this manner, should you think it possible for children to consider the top of a map to be up, and the bottom down, and that, consequently, all rivers which flow into the Arctic Ocean must run up hill? Or to state that Cuba and Massachusetts are of about the same size? Answers which have actually been given in schools of considerable reputation.

The elements of composition are almost invariably a stumbling-block to the young—and, strange as the statement may appear, I think the principal reasons for this fact are that it is not commenced early enough, but is put off until the pupil is considerably advanced in his other studies, and that he is then usually told to write

a composition upon some subject—perhaps an abstract one—about which he knows nothing, and in which he cannot, of course, feel the slightest interest. Who does not remember the vacuity of mind and vexation of spirit with which, in his youthful days, he addressed himself to the set task of writing an essay upon such a theme as—*Virtue, its own Reward; The Study of History*, etc.? Of what frightful dimensions, and how supernaturally white, looked the blank sheet (blank as our own minds) of foolscap, which we were to fill with our own thoughts, (so the master directed) without receiving any assistance from our friends! How frequently we thrust the pen into the inkstand in the vain hope to hook up some idea which might be concealed in that Stygian abyss! How despairingly we scratched our heads, how closely we scrutinized the walls and the ceiling, as if we expected to catch by the tail some stray idea which might be lurking in some corner, or crevice, of the room! How firmly did we for the time believe in the non-existence of mind, and the existence of nothing but matter throughout the universe! And then, if after all this cudgeling of our brains something did come into our heads, whispered doubtless by the pitying spirit of some repentant pedagogue, did we not make the most of it? Did we not dilute it, and dilate it, and amplify it, and spread it out, in the largest hand, upon lines ruled at least two inches apart, being very careful to prevent any quarreling between the words, by placing them at such a distance as to make it impossible for them to cross swords with one another!

Now the remedy for this unfortunate state of things consists in asking children to write upon those subjects only which they understand, or which relate directly to, or spring out of, their studies, or in which they would naturally, as boys and girls, take an interest. A multitude of such questions, drawn from the everyday pursuits, amusements, and occupations, of the young, will suggest themselves to the qualified Teacher. It is highly important that the exercise of writing out their own thoughts should commence early. Very soon after children begin to think, and are capable of using and writing small words, a slate and pencil should be put into their hands, and they should be brought to express their thoughts in their own language, no matter how short the sentences, or the words. In most of the schools for the deaf and dumb, the pupils begin to write exercises of this character after two years' instruction—in some, sooner. And, certainly, if this can be done by those unfortunately deprived of speech and hearing, it can be accomplished by those possessing all their faculties. I have known scholars, in other respects excellent, who found great difficulty in expressing themselves either orally, or in writing. They were deficient in language. They ought to have been from an early period frequently practiced in the use of their mother tongue. The exercises should be made more difficult as the pupil becomes older; for beginners, they should, of course, be of the simplest character. As soon as a child can write legibly, he should be put to writing short phrases—original, or from dictation; and, as a part of this exercise, he should be taught spelling, the dividing of words into syllables, punctuation, the rules for the use of the capital letters, etc. Teachers complain that it is difficult for scholars to learn to spell correctly; and so it is, especially from the use of spelling-books *alone*. To become a very correct speller is the labor of years on the part of the pupil. It is continual practice in the writing of sentences, not isolated words, that makes the good speller; and pupils cannot learn to spell correctly without being more in the habit of writing than they now are. A man who writes only a letter, or two, a year, is likely to be a poor speller; but one who from his occupation writes every day, is rarely faulty in this respect. Consider, too, in practicing such simple lessons in composition as I recommend, how many valuable things they are at the same time acquiring. Besides punctuation, spelling, the use of capital letters, etc. they are, or should be, improving their handwriting; they are exercising their minds pleasantly by the invention of sentences, short, or long; they are learning the meanings and the right use of words; they are gradually becoming acquainted with their own language, and accustomed to express their thoughts appropriately. Think how desirable an acquisition this last

will be to every boy and girl upon entering into life, and how many have regretted the want of it.

I agree to the opinion, that it is a wicked waste of time to confine children, year after year, to copy-books in penmanship. After a certain stage has passed—and that not a very late one—handwriting should be made the common and everyday means of acquiring and reducing to practice a knowledge of orthography, punctuation, the construction of sentences, etc. Children who have been kept in their copy-books until they could write a beautiful hand have, if required to write down sentences of their own composition, produced illegible and disgraceful scrawls, abounding in errors of punctuation and spelling. This statement proves the importance of early combining handwriting, punctuation, and spelling, in one exercise of the pupil's own composition; of departing from the beaten track, and of making as soon as possible, scholars do the whole work for themselves without pattern, or assistance.

Similar remarks to those which I have made are applicable to the subject of Declamations. Let the boys speak only pieces which they fully understand and appreciate, suitable to their age, and expressive of such thoughts, feelings, and interests, as are natural to *boys* not men. I take no interest in seeing a stripling ascend the rostrum, and in tones intended to be very impressive, exclaim: "There stands Bunker Hill Monument," with a gesture directed at the stove-pipe. I object to hearing a youthful prodigy shriek, in the shrillest treble, "My voice is still for war." I refuse to lend my ears, although urgently requested to do so, in the well known line, beginning—

"Friends, Romans, countrymen."

I am not at all withered by the tone of contempt with which the embryo orator "hurls back the base insinuation, with scorn and defiance, into the teeth of the contemptible and inefficient member of the opposite party." I have seen, in a California paper, a notice of an exhibition, in which it was stated that the Great Debate between Webster and Hayne was conducted with decorum by the youthful Senators. Well, I am glad it was; I am thankful that no violation of parliamentary propriety occurred, calling for the interference of the Sergeant-at-Arms. But why should boys personate Demosthenes, Cicero, Burke, Webster, Clay, or James Buchanan? Why not simply and naturally be *themselves*? It has been said that there are no girls, or boys, in the United States; that the next stage to that of children is that of ladies and gentlemen. There is too much truth in this remark. I wish that period of true, unpretending, genuine, boyhood and girlhood, to be restored; the happiest period in the lives of many, of which the poet has given so beautiful a description:—

"Gay hope is theirs, by fancy fed,
Less pleasing when possest,
The tear forgot as soon as shed,
The sunshine of the breast.

Theirs buxom health of rosy hue,
Wild wit, invention ever new,
And lively cheer, of vigor born;
The thoughtless day, the easy night,
The spirits pure, the slumbers light
That fly the approach of morn."

Who would shorten this blissful period by introducing into it the passions, strifes, and ambition, of men? Let boys be *boys*, in every sense of the word, while they are such in years, and neither on, nor off, the stage, ape the bearing, passions, or language, of men. I do not wish to be understood as saying that appeals to the highest and best feelings of our nature, that the noble and patriotic sentiments of our great orators, cannot be appreciated by boys. Far from it. But I wish particular pains to be taken by the Teacher to avoid pieces which do not lie within the comprehension, or the experience, of the pupil; and let those selected be as thor-

oughly studied and understood as the lessons in reading, to which I have alluded, or any other lessons, in the school.

I cannot condemn too strongly all dramatic exhibitions, conducted by schools, in which scenes from plays are represented with scenery, dresses, music, etc. I do not object to a good dialogue, or polylogue, such as is adapted to interest the youthful mind and touch to finer issues the youthful heart, spoken in the usual manner. But I am opposed to dramatic representations, accompanied, to use the technical word, with all the properties. I do not know that any exhibition of this kind has ever occurred, in connection with the Free Schools of America, and I hope none such ever will. There is no talent in spouting. Do not boys have too much inclination for the stage, already, without its being stimulated? And what a waste of time there is in getting up such representations; precious time which might be, and ought to be, spent in familiarizing the pupil with all the fundamental branches of a good, sound, English, education, without which they cannot expect to be useful to themselves, or to society.

You must perceive of what primary importance I consider it is, that children should know the meaning of every thing they attempt to learn. It is astonishing with what facility they will use words, or give an answer, to which they attach an erroneous meaning, or perhaps, no meaning whatever. This was much more the case formerly than at present, since our fathers did not, in many respects, pursue the natural course in the education of children.

How pleasantly and successfully nature teaches the infant! No sooner has it begun to exercise its senses, first, probably, the touch, in perceiving warmth, to open its eyes, to take food, to perceive odors, to hear sounds, than it begins to acquire knowledge. In the exercise of these powers the infant takes great delight. That during the first months of a child's life its progress is highly satisfactory, is evident to a very ordinary observer; its first lisplings show how much interest it finds in the appearances of surrounding objects; its first observations are listened to and receive that degree of attention which they demand; and it is not till the pressure of other domestic duties, or other inclinations, divide the mother's care, that the inquiries of the infant are neglected, and it is left, often discouraged and disheartened. A child obtains its notions as we do, by seeing, sounding, feeling, smelling, and tasting, objects. "Do not meddle," puts a stop to these processes. In cases of doubt and uncertainty, it asks for information, and is, perhaps, told, "Little children should be seen, and not heard." After a few years, the child is placed at school, where, instead of that natural course being pursued which should turn to account the observations and knowledge he has already stored up, he is often forced upon studies for which he shows no inclination; he is taught *words*, instead of *things*; and his memory is loaded with phrases and rules which he does not understand.

Thus his education commences, and thus a path which might be strewn with flowers, to allure, is choked with brambles to impede his progress. The thorny track is traveled over, and for a long time the pupil has only confused notions floating in his mind, to the exclusion of that precise and distinct knowledge which lies within the grasp of those faculties which nature courts him to exercise. We all know that in many schools, children have been taught, nay, are even now taught, as if they had to use only one, or two, of the senses. A child who possesses in perfection all the senses, should have them all exercised. We are, none of us, perhaps, more than half educated in this respect. The five senses are the means of communication between the outer world and the spirit within. It is through these media that the child for some time receives all its knowledge. A late writer says of the infant of two years old: "He has acquired more knowledge during this short period, than he generally does on the present plan of instruction through the eight, or ten, succeeding years of his life; and it is a striking instance of the benevolence of the Creator, and a prelude of the vast extent of knowledge the child is afterwards capable of acquiring, that all these acquisitions are made not only

without pain, but, in the greater number of instances, are accompanied with the highest enjoyment."

In the school-room we should imitate as much as possible *the method of nature*. Young children are not reflecting, or reasoning, beings; they have no appreciation of abstractions; they are for the tangible, the real, the concrete. It is through their senses that nature is acquainting them with the material world, and how fresh, active, and vigilant, their senses are, and what untiring pleasure they take in their exercise! This is well described by the poet Sprague, in speaking of the delight which children feel in the gratification of their curiosity. Referring to this principle, the poet says:

"In the pleased infant see its power expand,
When first the coral fills his little hand;
Throned in his mother's lap, it dries each tear
As her sweet legend falls upon his ear;
Next it assails him in his top's strange hum,
Breathes in his whistle, echoes in his drum;
Each gilded toy that doting love bestows,
He longs to break and every spring expose.
Placed by your hearth with what delight he pours
O'er the bright pages of his pictured stores!
How oft he steals upon your graver task,
Of this to tell you and of that to ask!
And when the waning hour to bedward bids,
Though gentle sleep sit waiting on his lids,
How winningly he pleads to gain you o'er,
That he may read one little story more!"

Children should be taught by *things as much as possible, by words as little as possible*. The *letter* may kill any idea, but the *reality* maketh alive. On this account I consider object-teaching as a decided improvement in our schools. It is an excellent plan whenever practicable, to show the scholars whatever may be the subject of the lesson, or if that cannot be done, then a drawing, or picture, of it. Their interest is thus awakened; every eye is sure to be wide open; the information imparted is correct; there can be no mistake about it. How quickly, also, it is gathered; how much time it takes to convey, by description, through the ear, a full and accurate idea of what may, perhaps, be understood at a glance of the eye, and so impressed upon the mind as never to be forgotten. There are some Teachers who should be informed that they do not have under their charge Institutions for the Blind, but that their pupils have eyes, and would rejoice in an opportunity to use them.

The importance of real objects, natural and artificial models, pictorial representations, experimental and other practical elucidations, cannot be too strongly urged on those who have the direction of the young mind. In most of the subjects which form the school business, such illustrations may be introduced. The school-room should be furnished with receptacles for works of art and nature; the pupils themselves would be the most valuable and active contributors to such collections; and those specimens which are apparently the most humble, will often be found to be the most useful. Visits to mines, manufactories, to the sea-shore, to fields and woods, would furnish great additions to such a store. Minerals, vegetables, woods, metals, animal substances, insects, shells, etc. are easily obtained. The arrangement and classification of these objects would call into exercise faculties which are now scarcely ever developed. One writer says that he has known boys of twelve years of age who could recognize and refer to their proper class almost every object around them in nature, and gives it as his opinion that a wide range of descriptive natural history may be imparted at that age.

Another means of correcting the evil of which I complain, is to introduce into our schools the study of the Natural Sciences. This ought to be done, and can be done, with children, as soon as they can read tolerably well. Books adapted to the capacity of young pupils have been written for this purpose by eminent men. "The Child's Book of Nature," by Dr. Worthington Hooker, the eminent Profes-

sor of the Theory and Practice of Medicine, in Yale College, is admirably suited to this purpose. It is in three parts: one, upon plants; another, upon animals; and the third, upon air, water, light, heat, etc. There are also, by the same author, a "Book upon Common Things," on "Natural History," and "First Lessons in Physiology," the last of which has been introduced into the Grammar Schools of Boston and San Francisco.

The following remarks of this accomplished Naturalist and Physician commend themselves to the good sense of every one:

"We live in the midst of a material world, animate and inanimate, presenting phenomena of the highest interest, and of endless diversity. And yet throughout almost all the period of childhood, and perhaps we may say youth also, this book of nature is, in the school-room very nearly a sealed book. The very process of education shuts in the pupil from the broad contemplation of the world in which he lives. He is drilled through spelling, reading, grammar, etc. but he is left in total ignorance of the beautiful flowers and the majestic trees outside of the school-room. How very few, even of the best educated adults, know the processes by which a plant, or tree, grows! And the same can be said of other phenomena of nature.

The great facts of the world, both of mind and matter, should furnish really the material for education. Instead of beginning the child's education with learning to spell and read, the object should be to make him an observer of nature, and the spelling and reading should be done in connection with this, and as subsidiary to it. Things, and not words, or mere signs, should, from the first, constitute the substantial part of instruction. We should aim to impart to him a spirit in consonance with the following precept of Hugh Miller, the famous self-taught Geologist: 'Learn to make a right use of your eyes; the commonest things are worth looking at—even the stones and weeds, and the most familiar animals.'

If the general mode of education were changed in the manner indicated, education would have much less of the character of mere drudgery than it now has. Not that there would be any the less labor; but the labor would be made lighter by the interest imparted to it, the interest which always results from the study of facts and phenomena, and never from the learning of mere words and technicalities."

The world around us is fair and beautiful and full of wonders. It is always speaking to the heart of man, though the cares of life may prevent him from hearing its voice. But it is in the morning of life, when the heart is free from anxiety, when the spirits are light and buoyant, when the senses are the most acute, the curiosity insatiable, and creation fresh and new, that its language finds a willing and a charmed ear.

How do the young enjoy the glories of sunrise, a lovely prospect, a ramble through the woods, or along the sea-shore, and how much quicker than their elders do they notice any little circumstance that may occur! And what a pity it is to close upon them this broad face of nature which God himself has spread before them for their contemplation and delight, and shut them up within four walls, where they are told to keep their eyes on their lessons which are some pages of a printed book! Cage the lark, tie up the forest deer—and you do not act more against nature than has been done in sentencing children to imprisonment six hours a day within the blank walls of some penitentiary of a school-house.

Now I know very well that geography, grammar, and arithmetic, are indispensable. They must be learnt and well learnt. The fundamental branches of a good English education must not be neglected. But while I would not have these in the least interfered with, I would urge it upon all connected with schools not to disregard the natural sciences. The study will, I am sure, contribute to the pleasure and improvement of both Teachers and Scholars, and promote, instead of retarding, the progress of the latter in their other studies. These first books can be understood by any Teacher whose "heart is in her vocation;" in fact, such a Teacher will be delighted with them; and if she catches the true spirit of observation, she will be continually led to add facts of her own gathering to those which the author has preserved.

It is certainly possible, during the seven, or eight, years spent in the Grammar Schools, to pay some attention to the natural sciences. Do not shut the children

out from them during this the golden period of their lives for studying them. Consider a few of the advantages to the discipline of the pupil's mind in pursuing these sciences. How much are his powers of observation improved by the study of nature! And this is no small thing. How few people see things just as they are. How often do witnesses under oath disagree with regard to material circumstances in relation to events occurring before their eyes, and where all had equal opportunities of seeing. Men are unwilling to trust their own senses in reference to matters a little out of the line of their own business. They will tell you they are no judges in such cases. Have not persons been made believers in spiritualism and animal magnetism, because their observing faculties were not sufficiently awake to see through the deception?

But after things are seen, (and it is a very important thing to see them accurately and fully,) then comes the exercise of the faculty of comparison. Now this faculty implies a great deal. We compare things not merely to see their resemblances but their differences. He who can do this well, is no ordinary person; he who can do it remarkably well, is one out of ten thousand. Men differ greatly in their ability to perceive resemblances and differences. An unfortunate lawyer is compelled to take his seat in mortification, by the Judge's showing him that the cases he had cited are not analogous to that before the Court, and consequently not at all applicable. The great business of buying and selling depends, as one may say, upon comparison. It sometimes happens that the best of friends will get angry in a discussion, when the difference between them is a trifle, a fact of which they may afterwards become aware, much to their astonishment. We consider it a compliment to any one, when we say that he has a *discriminating* mind, he can make *distinctions*. Now the natural sciences teach *how to observe*, and *how to distinguish things correctly*—which is in fact the greater part of education, and that in which people otherwise well educated are sometimes surprisingly deficient.

It must not be forgotten that the course of study in the Grammar Schools should be comprehensive enough to meet the wants and tastes of every mind. Now the list is by no means small of those who have been pronounced dunces at school, who have afterwards been widely distinguished for their attainments in science. Hugh Miller, who has been mentioned, is an instance in point. Dr. Franklin was probably considered by his Teacher as arithmetic proof, and perhaps, as stupid in other respects; the reason being that there was no study pursued in the school which interested the youthful philosopher, who was born to be an observer of nature. Many other instances to the same effect might be mentioned. Introduce, then, into the Common Schools the study of Nature, and make provision for those whose tastes, perhaps whose *genius*, lies in that direction.

I know that the general impression is, that the study of any branch of natural science is a study of hard words, particularly in the case of natural history. It is surprising to notice how many school-books will commence with pages of hard words and definitions, the purpose of which at that stage is unintelligible. This is not the case, however, with the books I have mentioned. They are simple and suited to the young. The great and interesting facts are noticed; hard names are explained, and the definitions given only when it becomes necessary in the course of the works, and thus the pupil is not disheartened, or disgusted, at the very beginning. We must wait until the mind has become more mature, before the scholar can attend to classification, or to generalization.

It must not be overlooked that, in consequence of the great advances made in the physical sciences, they are much more the objects of attention now than formerly. The great discoveries of modern times, more, or less, intimately connected with the welfare and the progress of society, are made in these sciences, and the physical arts themselves have received a new impulse. We must keep pace with them in our schools.

The public are little aware how much interest is taken by Naturalists, the world over in the natural history of California. The State has been visited and explored,

in some parts, for that purpose, by agents from most of the prominent universities and societies in the world. The distinguished Naturalist, Agassiz, states that he has a friend in San Francisco who has sent him an amount of specimens greater than all those collected by all the United States' Exploring Expeditions put together.

Is it not high time for the citizens of California to take an interest in this subject, and to introduce it into the public schools, so as to give every young man desirous of entering upon these pursuits, an opportunity to make some, at least, of the necessary preparations ; and is there any country where such studies are more needed, or will be more useful to the public and to the individual ?

There is a very strong desire at the East, to introduce more extensively into their schools the study of the natural sciences, including natural history. They acknowledge their remissness in this respect, and all concur in the importance and necessity of this change being made.

In a lecture delivered by Agassiz, are the following remarks :

"Our school system has been developed in a manner which has produced the most admirable results, and is imitated everywhere as the most complete and the most successful ; but, while we have attained the highest point in that respect, we are also best prepared by that very position to make any further improvement which may lead to a better future. And I believe that the introduction of the study of natural history, as a branch of the most elementary education, is what can be added to what is already so admirable a system. The difficult art of thinking can be acquired more rapidly by this method than by any other. When we study moral, or mental, philosophy, in text-books which we commit to memory, it is not the mind we cultivate, it is the memory alone. The mind may come in ; but if it does in that method, it is only in an accessory way. But if we learn to think, by unfolding thoughts ourselves, from the examination of objects around us, then we acquire them ourselves, and we acquire the ability of applying our thoughts in life. The Teacher who is competent to teach the elements of this science, must, of course, feel a deep interest in it ; he must know how to select those topics which are particularly instructive and best adapted to awaken an interest, to sustain it, and to lead forward to the understanding of more difficult questions. He should be capable of rendering the subject attractive, interesting, and so pleasant indeed, that the hour for the school should be welcomed by the scholar, instead of being dreaded as bringing something imposed by duty, and not desirable in itself."

It may be added to what has been said by Agassiz, in illustration of the benefits to be derived from the study of natural history, that it is a fact which every one acquainted with the subject will admit, that our crops are every year injured to the extent of many thousands of dollars, by the depredations of insects whose habits are not properly understood. In this way, the Hessian Fly, the canker worm, the apple worm, the apple and peach borers, the curculio, the cotton worm, the tobacco worm, the corn borer, the rice weevil, the wheat midge, and other insects not yet known, make way with capital and labor to an enormous extent. There are many insects injurious to the grape-vine, to one of which a volume has been devoted. Investigations into the habits of such insects have been attended with the best results, one of the most useful of which has been to stop the farmer from destroying his friends with his enemies among insects, as he had been in the habit of doing. The best way of finding an effectual remedy for these injuries is to diffuse and cultivate in our schools a taste for natural history.

In a moral point of view, this study, as well as that of all the natural sciences, is of the highest importance. I never heard of a real lover of nature who was a bad man. They exhibit to man the thoughts of the Creator, for all the arrangements which he sees around him are manifestations of the Divine Mind. In the book of nature we can read a portion of the laws and the designs of the Almighty. The more diligently any one pursues these studies, the more deeply he is impressed with the abundant evidences of the power, the wisdom, and the benevolence, of the Creator. He sees that a drop of water is full of wonders, as well as the starry heavens ; that the tiniest insect that sports in the sun-beam is not so insignificant as to be beneath the care of its Maker, nor the Island Universes, scattered through

the realms of space, too vast for His power to control. Every creature made by the Divine Hand, he sees to be perfect, with an organization exactly suited to its wants, and its place in the scale of being, and adapted to contribute to its happiness. God provideth for all His creatures. Now, the youthful heart readily understands and feels the lesson which nature teaches; it will not rest satisfied merely with nature and nature's laws, but willingly and instinctively is led through them up to nature's God. It is touched by His goodness; it reverences His power and majesty; as the mind expands, it feels that He is the source of all we possess; it begins to feel the need of His aid and protection, and then earnestly to invoke them. In this manner, it at length realizes the great truth, that in Him we live, and move, and have our being; it does not read these as unmeaning words, but is pervaded with their deep signification. It is impressed with the heartfelt conviction, that there can be no more utter and dreadful ruin than to disobey the commands of this Good and Just Being, and that there is no greater happiness than to do His will and receive His approbation.

I consider it an evil to stimulate the intellect, almost perhaps to its utmost exertions, and to neglect the moral training of the scholar, or to treat the latter as if it were of minor consequence, as if the object were to make smart linguists, or mathematicians, or chemists, instead of *complete* men. We have, undoubtedly, too many *smart* men in the world already; that is, *smart* in the bad sense of the word, and yet, perhaps, in a sense by which they feel complimented.

What is wanted more than anything else is true men, men of principle, men fearing God, loving their neighbor, loving their whole country, and cherishing its free institutions; men who stand for the right as immovable as the eternal pyramids; whose word, whose look, is truth itself; whose honor can no more be tarnished than a sunbeam can be soiled; in whose breasts the ruling maxim is not "Cotton is king," nor "Gold is king," but everywhere, both in their most secret retirement, as well as in public position, reigns, enthroned in their hearts and obeyed in their lives, the divine principle—DUTY IS KING FOREVER!

Now, the child is not all intellect, any more than it is all conscience; it has a sense of right and wrong, and this sense is silently addressed in a hundred different ways, as the questions arise whether the pupil shall do this thing, or not, whether he shall confess, or conceal, a certain fault, etc. I know that the importance of this subject is adequately felt by the Public School Teachers of San Francisco, and that much attention is paid by them to moral instruction, and pains taken to impress upon the minds of their pupils the great religious truths in which all are agreed. At the same time, while this is done, all sectarianism is carefully avoided.

I would have this moral sense carefully cherished as the voice of God; I would have it kept sensitive and acute, and properly trained and educated. I would have every part of the nature of the pupil well and proportionately exercised and developed—the physical, the intellectual, and the moral, the body, the mind, and the heart, the last the most carefully of all, since out of it are the issues of life. I would tell the pupil that the acquisition of knowledge is valuable, but that, though his attainments in science and art, and in all learning, were transcendent, though he might "speak with the tongues of men and of angels," and "understand all mysteries and all knowledge," yet, if he had not a good character, sound moral principles, he would be nothing but a miserable failure. With all the energy I possessed, and all the different methods of appeal I could invent, I would enjoin it upon him to strive to become a good, true, and noble, man.

And such words, addressed in the spirit of affection to the young, go directly to their hearts. Their impulses can easily be turned into the right channel. They have a desire after excellence in the acquisition of knowledge, but if their sense of right and wrong is properly appealed to, I believe it can be made the ruling power of their lives. When this result is accomplished, how blessed is the work! It is beautiful to look upon the young, with their clear and honest eyes, their frank and beaming countenances, their warm and pure hearts beating high with aspirations

after goodness and truth, and desiring that every evening may find them more worthy of the approbation of their Teachers, their parents, and of Heaven.

Fellow-Teachers! from our connection with the Public Schools, we must take a deep interest in their prosperity and success, and earnestly wish that each revolving year may render them more efficient. The Common School System is the child of the people, in which they take great pride. The Public Schools are emphatically the *People's College*. From them graduate the bone and sinew of the community, men of sound common sense, of good principles, and with stout hearts, who will stand by the Common Schools as the bulwark of their rights and liberties, and who will defend them against bold and open attack, or vile and secret slander. Their crowning glory is, that their doors are open freely to all; that in them the poorest child is the equal of the richest, and may lay the foundation of an education which may lead him to employment, to competence, to respectability, nay even to high station, and to a glorious fame. Many a poor man has denied himself in order that his little ones might attend school decently attired, and has had his last moments cheered by the thoughts that he had faithfully given his children every advantage afforded by the Public Schools—feeling in that fact a strong assurance of their future good conduct and welfare.

The Common Schools can show upon their rolls the names of distinguished men who laid in them the foundation of a world-wide renown. Franklin, of whom I have spoken; Clay, in the log cabin school-house of Peter Deacon, with no floor but the earth, and no window but the door; Webster, in the log school-house kept by Master Tappan in the wilds of New Hampshire; George Stephenson, the founder, and to a great extent the inventor, of the present system of locomotion on railroads, commencing at eighteen years of age in a village school to learn his A, B, C, like a little child; Fulton, Bowditch, and hosts of others. They commenced life in poverty; had not the Common School afforded them an opportunity to begin their education free of expense, how few of them might ever have been known to the world? How many of those yet unborn, and destined to immortal renown in their various capacities would, but for the Free Common School, be lost in eternal night! We have a right then to feel an honest pride in this great system with which we are connected.

Our profession is humble, laborious, and exhausting. The services of the Teacher are not adequately appreciated in any community. Neither fame, nor wealth, belongs to him. He is not allowed even the designation—Honorable. He is overworked and underpaid. And yet his life has its compensations. I know nothing more touching and more grateful to the Teacher than at the close of the year, when he is bidding farewell to those who are passing forever from his care, for him to see every countenance turned towards him with affection and gratitude—to know that these minds have received from him wholesome knowledge—that by his influence and example, good principles have been implanted in their hearts—and that he has troops of friends growing up and becoming every year more numerous, who will voluntarily pay him that honor, love, and obedience, which they feel to be due to the benefactor of their youth.

The faithful Teacher has another reward of which nothing can deprive him. It is the approbation of his own conscience; it is the consciousness that he is humbly imitating the Creator and Preserver of all, in doing good. "Think not," said Sydney Smith to an aged, poverty-stricken Master teaching the art of reading, or writing, to some tattered scholars, "you are teaching that alone; you are protecting life, insuring property, fencing the altar, guarding the government, giving space and liberty to all the fine powers of man, and lifting him up to his own place in the order of creation." This well describes the nature of the Teacher's office.

It was the boast of the Emperor Augustus, that he found Rome brick and left it marble. Let it be the higher praise of the Public School Teachers, that California was found a wilderness, but that they have contributed by their exertions to fill its valleys and cities with a virtuous and intelligent population—a richer treasure than all her nodding harvests, than all her mines of gold.

Mr. Minns concluded his Address at half past twelve o'clock.

The President then adjourned the Institute, to meet in Convention at half past two o'clock, P. M.

STATE EDUCATIONAL CONVENTION.

At half past two o'clock, P. M. the Convention was called to order by Hon. A. J. Moulder. The following is a list of the Delegates in attendance :

Roll of Delegates.

ALAMEDA COUNTY.

Dr. W. P. GIBBONSActing Superintendent.

J. H. BAKER,	P. G. PRATT,
G. C. LYNDE,	WILLIAM W. HOLDER,
J. HOLMAN,	W. H. GLASSCOCK,
JAMES McCURDY,	H. C. CURRAN,
W. O. L. CRANDALL,	H. GIBBONS, Jr.
Rev. A. H. MYERS,	HARRY LINDEN,
SOLOMON RICHARDSON,	Miss F. SHUEY.

AMADOR COUNTY.

SAMUEL PAGE.....Superintendent.

DENNIS TOWNSEND,	S. S. MOSER,
S. C. HURD,	S. R. De LONG,
C. C. SILENT,	J. T. MOFFETT,
S. C. WHEELER,	D. R. GAUS,
M. W. BELSHAW,	Mrs. MARY D. PAGE,
Miss MARY A. PIERSON.	

BUTTE COUNTY.

J. B. THOMAS.....Superintendent.

ISAAC UPHAM,	J. B. McCHESNEY,
S. G. GOODHUE,	T. L. VINTIN.

CALAVERAS COUNTY.

JOSEPH HOLDEN,	J. H. WELLS,
D. K. SWIM,	P. F. HOEY,
WILLIAM J. DAKEN,	Mrs. MARIA TOTHILL.

COLUSA COUNTY.

B. M. HANCESuperintendent.

JOHN BAGNALL,	J. H. LEIGNING,
C. W. HIGHT,	Miss MARY A. BEECHER.

CONTRA COSTA COUNTY.

A. F. DYER.....Superintendent.

C. S. McARTHUR,	J. N. BURKE,
F. WARNER,	JOSEPH SPARROW,
H. F. BROWN,	Miss MARY LYON.

DEL NORTE COUNTY.

B. F. DORRIS.

EL DORADO COUNTY.

Dr. H. S. HERRICK.....Superintendent.
M. A. LYNDE, CHARLES H. PARKER,
S. A. PENWELL, E. DUNLAP,
E. L. LAWTON, Mrs. E. S. LIVINGSTON,
Mrs. C. H. COLE.

HUMBOLDT COUNTY.

SOLOMON COOPER.

MONTEREY COUNTY.

SAMUEL M. SHEARER, Miss SARAH J. STRONG.
G. H. STRONG.

MARIN COUNTY.

J. H. PARKS.

NAPA COUNTY.

J. M. HAMILTON.....Superintendent.
J. M. CARTER, J. W. FRY, Miss L. BRASH.

NEVADA COUNTY.

JOHN C. WELLS, B. W. CROWELL.

PLACER COUNTY.

S. S. GREENWOOD.....Superintendent.
E. J SCHELLHOUSE, Miss S. M. C. WOODWARD.

SACRAMENTO COUNTY.

Dr. F. W. HATCH.....Superintendent.
J. W. ANDERSON, SPARROW A. SMITH,
Rev. Mr. BENTON, GEORGE SMITH,
JAMES GORDON, E. M. KINNEY,
E. E. SHEAR, J. A. SIMONS,
D. S. LANGSTON, J. M. HOWE,
J. M. SIBLEY, H. G. HARTLEY,
Rev. W. H. HILL, J. F. CRAWFORD,
SANFORD KINNEY, Dr. S. M. MOUSER,
A. C. SWEETSER, Mrs. F. FOLGER,
Mrs. L. POWERS, Mrs. W. H. KAEMMERLING,
Mrs. M. S. LYTTLE, Mrs. LIZZIE W. SMITH,
Miss ORA W. ANDERSON, Miss MARY E. HOWE,
Miss MAGGIE MCGREGOR, Miss FANNIE S. HOWE,
Miss JENNIE G. KERCHEVAL, Miss CHARLOTTE HERRING,
Miss MARY McCONNELL, Miss E. R. SPALDING,
Miss HATTIE M. OSBORNE, Miss E. A. BAILEY,
Miss KATE COLLINS, Miss MARY DOYLE,
Miss J. M. LYON, Miss F. L. CHAMBERLAIN,
Miss LOUISA DRUMMOND, Miss F. BAKER,
Miss ABBIE MITCHELL, Miss ESTHER E. BRIGGS,
Miss MARGARET GLASSFORD, Miss MARY DUNN,
Miss MARY MCGREGOR, Miss MARY STINSEN.

THE STATE TEACHERS' INSTITUTE

SAN FRANCISCO COUNTY.

JAMES DENMAN.....	Superintendent.
GEORGE W. MINNS,	ELLIS H. HOLMES,
JOHN SWETT,	GEORGE TAIT,
ANDREW E. McGLYNN,	HUBERT BURGESS,
GEORGE W. BUNNELL,	HENRY B. JAMES,
GEORGE H. PECK,	THOMAS S. MYRICK,
JAMES STRATTON,	THOMAS C. LEONARD,
T. J. NEVINS,	URIAS HALLEMBECK,
WARREN HOLT,	JAMES G. PEARSON,
F. K. MITCHELL,	Mrs. E. S. FORRESTER,
Mrs. L. A. MORGAN,	Mrs. DU BOIS,
Mrs. E. C. BURT,	Mrs. H. M. BAKER,
Mrs. S. A. D. LANSINGH,	Miss LAURA A. HUMPHRIES,
Miss HANNAH MARKS,	Miss CARRIE V. W. TAYLOR,
Miss KATE E. DOWNES,	Miss RUTH A. HARKER,
Miss LAURA J. MASTICK,	Miss SARAH M. ENAS,
Miss ELIZA T. SNOW,	Miss LIZZIE KENNEDY,
Miss KATE KENNEDY,	Miss MARY L. TRACY,
Miss ANNIE HILL,	Miss M. E. GARDINER,
Miss C. C. DODGE,	Miss L. E. FIELD,
Miss O. W. DEMPSTER,	Miss H. H. HEAGAN,
Miss E. HAWKSHURST,	Miss H. E. PORTER,
Miss CARRIE V. BENJAMIN,	Miss M. R. WARREN,
Miss SARAH F. LORING,	Miss MARY A. CASEBOLT,
Miss A. S. BARNARD,	Miss BEATRICE WEED,
Miss MARY V. TINGLEY,	Miss L. M. CUTLER,
Miss M. C. WHITE,	Miss EMILY GRIFFEN,
Miss ANNIE E. SLAVAN,	Miss D. S. PRESCOTT,
Miss LIZZIE MACY,	Miss ADELAIDE A. ROWE,
Miss ANNA NUTTER,	Miss ALICE T. BAKER,
Miss SARAH HUNT,	Miss MARIANA A. WILLS,
Miss CARRIE HUNT,	Miss M. D. C. LYNDE,
Miss MARY E. STOWELL,	Miss L. H. CROCKER,
Miss P. M. STOWELL,	Miss LAURILLA MOORE,
Miss ELLEN CASEY,	Miss ALICE KENNY,
Miss J. A. LAWLESS,	Miss M. E. SCOTCHLER,
Miss ELIZABETH TURNER,	Miss M. L. MORGAN,
Miss ANNA STARKEY,	Miss M. H. TURRILL,
Miss H. A. HANEKE,	Miss MARY H. SLAVAN.

SAN JOAQUIN COUNTY.

L. C. VAN ALLEN.....	Superintendent.
A. E. NOEL,	H. WERMUTH,
J. S. COGSWELL,	H. S. VEITS,
W. A. T. GIBSON,	MELVILLE COTTLE,
A. B. KINCAID,	T. W. J. HOLBROOK,
A. D. CAMPBELL,	L. D. HARGIS,
M. J. RYAN,	Dr. CYRUS W. COLLINS,
JOHN A. ANDERSON,	Miss LUCY A. M. GROVE,
Miss ALMA A. ALLEN,	Miss ETTA O. LADD,
Miss LIZZIE A. ALLEN,	Miss MARTHA P. MILLER.

SAN MATEO COUNTY.

H. S. LOVELAND.....	Superintendent.
JOHN PURCELL,	J. E. SELICK,
HUGH HAMILTON,	JOSEPH P. AMES.

SANTA CLARA COUNTY.

FREEMAN GATES,	E. L. DICKINSON,
J. M. BURKE,	J. J. BOWEN,
W. C. HART,	Miss MARY LYON,
Miss MARY E. SMITH.	

SANTA CRUZ COUNTY.

JOHN M. SEIDLE,	L. D. HOLBROOK,
A. P. KNOWLES,	Miss R. H. HILL.

SIERRA COUNTY.

JAMES S. JACKSON.

SOLANO COUNTY.

Rev. SYLVESTER WOODBRIDGE, Jr.....Superintendent.

J. D. LITTLEFIELD,	H. C. TENNEY,
C. S. SMITH,	W. A. C. SMITH,
D. E. ALLISON,	GEORGE W. SIMONTON,
M. B. POND,	T. S. WILLIAMS,
THEODORE BRADLEY,	Mrs. THEODORE BRADLEY,
Miss M. J. HUMPHREYS,	Mrs. MARY HATCH,
Miss WOODBRIDGE,	Miss MARY ATKINS.

SONOMA COUNTY.

JAMES HARLON,	C. JAMES,
IRA NORTON,	N. H. GALUSHA,
R. H. TIBBITS,	B. C. WESTFALL,
G. C. SANBORN,	N. E. MANNING,
M. C. BAKER,	F. S. DASHIELL,
WALTER W. STREETER,	Mrs. M. E. CRANDELL,
Miss M. HART.	

STANISLAUS COUNTY.

Miss A. M. FITCH.

TEHAMA COUNTY.

R. W. WILSON,	L. W. ELLIOTT.
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TUOLUMNE COUNTY.

JOHN GRAHAM,	S. BUSH,	BERNARD MARKS.
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YOLO COUNTY.

H. J. SPENCER,	H. A. PIERCE,
M. L. TEMPLETON,	O. L. MATTHEWS.
WILLIAM WILD,	J. D. BRICKNALL,
L. S. GREENLAW,	E. B. FRINK,
Miss C. A. TEMPLETON,	Mrs. G. G. FREEMAN,
Miss M. A. DUNCAN.	

YUBA COUNTY.

D. C. STONE,	O. J. MEAD,
JOSEPH J. HASKINS,	J. C. PELTON.

NEVADA TERRITORY.

J. BURNHAM.

On calling the Convention to order, Mr. Moulder announced the first business to be the appointment of a temporary Chairman.

On motion, James Denman, County Superintendent of San Francisco, was chosen temporary Chairman, and L. C. Van Allen, County Superintendent of San Joaquin, temporary Secretary.

On motion, the Chair appointed the following committee, consisting of one from each county represented, to nominate permanent officers of the Convention :

Committee on Permanent Organization.

W. H. GLASSCOCK	Alameda.
Miss M. A. PIERSON.....	Amador.
Mrs. MARIA TOTHILL	Calaveras.
C. S. McARTHUR	Contra Costa.
M. A. LYNDE	El Dorado.
Miss SARAH J. STRONG.....	Monterey.
J. M. SIBLEY	Sacramento.
JOHN SWETT.....	San Francisco.
M. J. RYAN.....	San Joaquin.
Miss R. H. HILL.....	Santa Cruz.
J. D. LITTLEFIELD.....	Solano.
J. H. PARKS	Sonoma.
H. J. SPENCER	Yolo.
ISAAC UPHAM.....	Yuba.
J. BURNHAM	Nevada Territory.

The committee retired for consultation.

During their absence, Dr. Gibbons of Alameda alluded to the fact that most of the Delegates were strangers to each other, and moved that the Chair appoint a committee of six, consisting of three ladies and three gentlemen, whose duty it should be, during the session of the Convention, to introduce the members to each other.

The motion was carried, and the Chair appointed as

Committee on Introduction.

Dr. GIBBONS,	Miss MARKS,
Dr. HERRICK,	Miss TINGLEY,
Mr. VAN ALLEN,	Miss PIERSON,
Mrs. LIVINGSTON.	

The committee forthwith proceeded to the discharge of their duties, in the midst of which the Committee on Permanent Organization returned to the Hall, and recommended the following for

Permanent Officers of the Convention.

PRESIDENT.

ANDREW J. MOULDER.

VICE-PRESIDENTS.

W. P. GIBBONS, of Alameda,	F. W. HATCH, of Sacramento,
SAMUEL PAGE, of Amador,	JAS. DENMAN, of San Francisco,

J. B. THOMAS, of Butte,
 J. H. WELLS, of Calaveras,
 A. F. DYER, of Contra Costa,
 H. S. HERRICK, of El Dorado,
 G. H. STRONG, of Monterey,
 J. H. PARKS, of Marin,

L. C. VAN ALLEN, of San Joaquin,
 Miss R. H. HILL, of Santa Cruz,
 SYL. WOODBRIDGE, JR. of Solano,
 JAMES HARLON, of Sonoma,
 HENRY GADDIS, of Yolo,
 ISAAC UPHAM, of Yuba,

J. BURNHAM, of Nevada Territory.

SECRETARY.

GEORGE TAIT, of San Francisco.

The report was accepted and adopted.

On taking the Chair, Superintendent Moulder returned his thanks for the honor conferred upon him by the Convention, and expressed the hope that their deliberations would result in mutual benefit, and the advancement of the cause in which all were interested.

On motion of Mr. D. K. Swim, of Calaveras, the President appointed the following

Committee on Order of Business.

D. K. SWIM, of Calaveras,
 HENRY B. JANES, of San Francisco,

CHAS. H. PARKER, of El Dorado,
 Dr. GIBBONS, of Alameda.

During the absence of this committee from the Hall, President Moulder, at the request of several members, entertained the Convention with an account of his recent visit to the Public Schools of the Atlantic States and Canada—

He drew a comparison between the condition of our Schools, School Funds, etc. and those of the Eastern States. The Institute which they are now attending, was based upon the plan of those so successfully in operation on the other side of the Continent.

In some of the States, they have an Assistant State Superintendent—in Wisconsin, for instance, the distinguished Henry Barnard—who spends his time “on the circuit,” holding Institutes in each county, and the benefits of his plan were marvelous. In the remotest districts its effects are felt. Teachers are waked up, schools start off with a new vigor, parents become interested, and Popular Education receives fresh impulses. There, the Institute is made an “instruction” in the morning—and then the interest depends on the instructors; and a Convention in the afternoon, when the interest depends entirely on the Delegates. Of course we cannot closely imitate the broad style of the Pennsylvania system, considering how meagerly our Legislature provides for all school purposes. That is the practical matter for friends of Education in California to attend to. We must have the Legislature educated to more faith in the Public Schools. When our legislators believe with Horace Mann, that every invasion upon the domains of ignorance is, *pro tanto*, an invasion upon the domains of crime, they will not haggle at expending as much upon the schools as upon the State Prison. In this State, thirty-two thousand dollars a year is deemed a large sum for the schools, and one hundred thousand dollars none too much with which to take care of our State criminals. Our State Fund will grow to be magnificent at some future day, but the interest of it, which is all we are now permitted to use, is a mere pittance, and utterly unequal to the work that is required by the good of society to be done, in the way of educating our children.

He called attention to the way in which the committees which have the schools in charge, in the Legislature, are constituted—often of men from counties that have but a few schools, and those, perhaps, of the poorest kind. This should be remedied.

He spoke with warmth of the condition of the Canada schools; of the munificence of the appropriations—one million five hundred thousand dollars annually for their maintenance—of their excellent Institutes, Libraries, and Normal Schools. The liberality toward the schools of Illinois and Indiana, too, was highly complimented. In conclusion, he said that though in his tour he had often seen finer buildings, more elegantly and completely finished, more elaborately furnished, he had nowhere seen schools that in proficiency, or efficiency, were superior to those of San Francisco.

On motion, Mr. T. J. Nevins, the first Superintendent of Public Schools of San Francisco, was invited to a seat on the platform among the officers of the Convention.

Mr. Nevins expressed his acknowledgments.

After the conclusion of his remarks, it was suggested that the Convention should hold its next session at the High School Building on Powell Street, that members from the interior might thus have an opportunity to examine the new and improved school furniture, the diagonal method of arranging the desks, the apparatus, etc. and further, might be relieved of their restraint by the familiar presence of the school-room.

A motion was subsequently made in accordance with this suggestion, but was lost by an almost unanimous vote.

On motion, Mr. T. C. Leonard, of San Francisco was appointed Assistant Secretary.

Mr. Janes, Chairman from the committee, reported the following

Order of Business.

Reading Minutes.

Reception of Delegates.

Reports of Standing Committees.

Reports of Special Committees.

Unfinished Business.

New Business.

Music, at opening and closing, under direction of the President.

The committee further recommended the appointment of Standing Committees, consisting of three each, on Text-Books, as follows:

On Reading, Spelling, and Defining;

On Writing and Drawing;

On Grammar and Composition;

On Arithmetic;

On Geography and History;

On Natural Sciences;

On Mathematical Science;

On Object-Teaching, Gymnastics, and Calisthenics;

On School Architecture, Furniture, and Apparatus;
 On Amendments to School Law;
 On State Normal School;
 On Rules for a Permanent Organization.

The report of the committee was accepted and adopted.

The roll of members was again read and corrected.

The President stated that he would announce the appointments upon the various Committees on Text-Books, through the medium of the morning papers.

He announced the Instructor before the Institute for next day, Hubert Burgess, Esq. Subject: "The Best Methods of Teaching Writing and Drawing."

On motion, at half past five o'clock, P. M. the Convention adjourned.

SECOND DAY.

STATE INSTITUTE.

TUESDAY, May 28, 1861.

The Institute was called to order at ten, A. M. by the President, who introduced the Instructor of the day, Mr. Hubert Burgess.

Mr. Burgess then delivered the following address upon

The Best Mode of Teaching Writing and Drawing.

REMARKS ON WRITING, WITH A DESCRIPTION OF BURGESS' SYSTEM.

I have been invited to attend this meeting for the purpose of making a few remarks, for your consideration, on the subjects of Writing and Drawing.

I have been, for the past four years, engaged as a Teacher of those branches, in San Francisco, and, during that time, it has been my endeavor to discover, if possible, some means by which to modify the difficulties always experienced in learning and teaching those branches.

I have taken notes of ideas which have occurred to me upon these subjects, and, at length, have succeeded in compiling two systems, differing very materially from those in present use. These systems have been submitted to those gentlemen in the city supposed to understand these matters, and their opinions have been unanimously in their favor, as being better suited to assist both Teacher and pupil than any other books which they know to have been published for the same purpose.

I believe one of the objects of this Convention to be the selection of text-books for use throughout the State. My remarks will be confined to explanations of these systems, and my object is to have them used in the department of Public Instruction, if considered worthy. The Board of Education have adopted that upon writing, for use in this city.

Notwithstanding the importance of writing as a part of every person's education, there does not seem to be any general understanding as to the best method of teaching it. This, I believe, arises from the fact that the subject does not receive the amount of consideration which is due to its importance.

It appears to me that, in order to succeed as a Teacher of such a branch, it is necessary, first, to decide what the principle is upon which the art is based. This determined, a foundation is laid upon which a system will build itself. Have an object in view, and the means to carry it out will, in a great measure, suggest themselves.

Let us consider what is necessary to become good writers, and we shall soon discover this principle.

Undoubtedly, the most important requirement is freedom of hand to guide the pen. By this I mean, the ability to compel the hand to obey the mind ; to write rapidly and well. There can be no argument against this, for the act of writing is a mechanical one, and requires practice, and the result of practice is the gaining of more, or less, control over the hand.

Freedom of hand, then, is the fundamental principle upon which the art is based. To be able to write at all proves the possession of some of this power ; to be able to write properly proves the same principle to have been more developed.

The next step is to consider which exercises tend most to cultivate it, whether large, or small. It undoubtedly requires some control to make even a small mark in the required direction, and as, undoubtedly, requires more to make a larger one proportionably as well.

It is next to impossible to acquire the necessary freedom by the use of small exercises. The pupil, in making them, invariably rests the hand upon the paper, a habit which becomes confirmed, by its not requiring any effort. In most cases they commence the formation of letters before being able to guide the pen, necessarily making them imperfect, and resulting in very uneven manuscript and poorly shaped capitals.

As the object, then, is to develop freedom of the hand, as much as possible, and as it is a positive necessity to allow it to move with the pen as the writing is done, it appears to me that large exercises, which cannot be done without this movement, should be substituted for small ones.

From the fact that it requires more control to make a larger than a small mark, it seems reasonable to suppose that if a pupil has had sufficient practice to make the larger ones, he is better prepared to commence writing than in the other case.

It is nothing new to consider the arm, or fore-arm, movement, the main principle of writing. In order to prove that it is so, it is only necessary to visit some of the large business houses in the city, where there are generally good penmen, and notice the position of their hands when they write. In very few cases will they rest upon the paper, but glide over it with the pen as a line is written. Ask them by what principle they have learned to write so well, and the answer will be, by the development of the arm movement.

Now, in order to succeed, particularly in teaching by this system, strict attention should be given to the position of the pupil. Whenever it is practicable, the desks should be as nearly suited to their height as possible. They cannot write so well if they are too high, or too low. In the former case, the weight of the arm renders it necessary to rest it heavily, thereby destroying the possibility of their learning by the true principle. In the latter case, the head droops forward, and they cannot sit properly if they try.

There can be no objection to teaching both positions, right and left side forward, as both are useful, but, notwithstanding, the right side is preferable, when practicable, for the reason that the muscle of the fore-arm can rest upon the desk ; still, in nine cases out of ten, during life, when writing is required, it will be found necessary to sit in the other position. It is the natural way of writing, and much more attention should be paid to cultivating the most important position.

The left side should be put forward, so as to touch, not lean against, the desk. The left arm should rest upon it, the hand always above the writing, and placed gracefully, which can always be done by allowing it to fall to the paper, without any tension of the sinews, or muscles.

The head must be erect, not allowed to droop. The book should be as far to the right as to be conveniently written upon, for the end of the pen-holder should point to the shoulder, and if the book is too nearly opposite, it will be impossible to make it do so.

The tops of the third and fourth fingers should touch the paper lightly. The muscle of the arm, between the wrist and elbow, should also touch lightly, but young pupils cannot do this, so the wrist should touch lightly instead.

The arm movement is the basis of this system. It consists in the ability to move the hand with the pen as the writing is done.

Large exercises are made use of, in place of small ones, as being better calculated to develop this movement.

Each exercise is of practical use in writing, being nothing more than the elements used in the formation of the alphabets. These exercises should be given to young pupils to do upon the black-board, or slate, to prepare them for the paper. Their names and uses should also be learned.

It is much easier to make an early and superficial show by other systems than by the arm movement. The superiority of the latter is in the result. There are no faults, that I am aware of, caused by gaining freedom of hand by large exercises. There are many, by commencing with small ones, and the remedies which are always applied to correct them, are the basis of this system. I know of no better cure for a cramped hand than large exercises.

There are ten numbers.

Number One—Contains six exercises purposely made so large that the hand, in making them, must move. These, independently of their being exercises, are most important, four of them being the elements used in forming the letters of both alphabets, the straight, loop, oval, and line of beauty. Explicit directions are printed at the head of each page, for the guidance of the pupil. These are also intended to be used by the Teacher, as follows: A certain amount of writing should be required from each pupil, and in order that all should commence the same exercise every lesson, they should be compelled to finish their copies before leaving school.

The Teacher should first make them read the directions in their books, and then illustrate, upon the black-board, what is to be done, and explain the meaning of what is said in the copy. Should they not understand some parts of the directions, it will by this means be made clear; and if they forget, they have only to refer to the head of the page.

This is a new and important feature in the system, both to Instructor and pupil, as they will be in possession of all the remarks which a practiced Teacher of that particular branch could give.

Numbers Two and Three—Contain a capital letter and the last exercise in the first book, alternated. It is not to be supposed the pupil is now learning to write capital letters. It is positively necessary to acquire command over the hand. The letters are intended merely for exercises made so large that the hand must move to do them. In order to save as much time as possible, they have been put into this form, that he may also learn something of the shape of capitals.

Exercises in this form are more interesting than in any other, because the letter is recognized, and its utility understood. They are not expected to be well done; it will be difficult at first to make them at all. The exercise upon the alternate pages is most important, containing, as I before remarked, the two elements used in the formation of the capital alphabet.

These three first books, then, contain large and valuable exercises, given for the express purpose of developing freedom of the hand, with the knowledge of the elements which are used in writing, and the ability to make them. The pupil must be compelled to move the hand, no difference what sort of mark he makes. The copies will necessitate its being done.

Number Four—Contains twenty-four exercises of a different nature, intended to embrace every kind of movement required in small writing. Near the end of the

book double and single ruling is used in the same copy, that the pupil may learn to make the marks the same size without depending upon double lines.

If the exercises and directions up to this have been strictly followed, the hand and eye will be pretty well trained and comparatively little trouble will be experienced in learning to write, because the pupil can guide the pen and make every necessary mark used in the formation of both alphabets. The next thing necessary is that they shall understand the value of the elements in making letters, to explain which we come to—

Number Five—This book contains the small alphabet. Three letters are given as a copy, to be done upon two pages. The analysis is first given, showing by what combinations of elements the letters are formed. (This is done by making each element separately and then combining them in the perfect letter.) The analysis has to be practiced by the pupil, after which the three letters occur separately and then connected, between double ruling and upon single lines. The proportions of each letter are given. Printed directions are at the head of each page for making every letter in the alphabet.

Sufficient attention is not generally given to the elements. They are extremely useful; for instance, by the analysis we know that the letter *a* is formed by the combination of two elements, the oval and straight, with the curve attached. Knowing this, it is a simple thing to discover the imperfect part of the letter by following out the elements. If the oval is not perfect, the letter cannot be. If the straight element cannot be found, it must be badly formed, and this, of course, applies to every letter. The last copies in this book have letters so arranged as to compare their proportions, and the alphabet is divided to show how many are made by the use of the oval element, and in how many the direct and loop occurs.

Number Six—Contains combinations of small letters in the formation of words, so arranged that each word shall be more difficult. Each letter commences five different words. Instructions relating to the copy, on each page, as before.

Number Seven—Contains the analysis of capitals. The elements are reduced to two—the line of beauty and oval. I believe this to be entirely original. The exercise in Numbers Two and Three contains them all. This method of analyzing the letters shows the true principle upon which each is formed, and is very simple. It can be better illustrated than verbally described. All that is necessary to discover any imperfection in a letter is to follow out the ovals and to understand what is meant by their being parallel to each other.

One letter is thus analyzed upon each page, giving the number of ovals of which it is composed, with their proportions to each other.

The copy is divided into five spaces, three of which are filled with capital letters, the other two containing words, introduced so that what was learned in the last book may not be forgotten while making the capital alphabet.

Number Eight—Contains five words upon each page, commencing with each capital in the alphabet, that is to say, each capital letter commences five different words. Printed directions, as before, at the head of each page.

Number Nine—Consists of twenty-four copies, each containing one line of writing in a good practical hand. No flourishing is introduced, and but one style of writing is made use of throughout the system. Each of these copies contains some information for the guidance of the pupil in writing. Printed instructions upon each page, as before.

Number Ten—Contains one, or more, sentences, as a copy, upon each page, sometimes occupying three lines. Capital letters are introduced and each sentence has some advice, or suggestion, concerning writing. The directions contained in the books are so carefully arranged as to form not only a system of copy-books, but a manual on penmanship. It is intended to have these books gotten up as well as it is possible to be done. It is also intended that the paper, the quality of which is of great importance, to insure success, shall be of the very best.

It is necessary to send the manuscript to New York, or Boston, to be advantageously completed, and it will probably take six months before ready for use.

DESCRIPTION OF BURGESS' SYSTEM OF DRAWING.

All the elementary books which have come under my observation have been either too complicated for a young pupil to profit by, or, on the other hand, the most important principles have been altogether neglected.

It is utterly impossible to make a drawing correctly without applying some of the rules of perspective. It is just as impossible to make young pupils understand it beyond a certain extent. Many copies are given them to draw which are imperfect, particularly in this respect, no regard being paid to truth of representation, consequently allowing absurd mistakes to be repeated by the pupil under the impression that they are correctly drawn.

The object for which this system has been arranged is, to teach drawing in such a way that it may be practically useful through life. Lessons once learned upon the correct principles will never be forgotten. No printed copies should be used. The study should be entirely from objects. Even should considerable proficiency be acquired in imitating a print, of what real use is it? Of what service is the knowledge when obliged to follow some other person's ideas? Very few, after years of such study, know anything about sketching from nature. They make dark marks here, or there, without knowing wherefore. They obtain a certain effect, by imitation, but the mind not being necessarily engaged upon the subject, they are ignorant as to the cause.

The true pleasure in being able to draw consists in the ability to make our own pictures. In collecting sketches from nature, as their beauty, peculiarity, or other reasons, may render them valuable. In the occupations of life, the advantages of being able to express our ideas upon paper are important.

The Architect, Engineer, Builder—what but this ability has rendered some so famous; and what would not others give to be possessed of it? Many grand structures would be raised, and vast improvements made, if the unborn ideas of those conceiving them, could by the pencil be brought to life. It is very seldom that one person's thought can be faithfully delineated by another. The originator always sees some part as he did not intend it, and may thereby lose much of its beauty. Hence, the advantage of being able to use the pencil.

The principles, of which it is absolutely indispensable to know something, in order to draw, are these:

First—The ability to make straight and curved lines.

Secondly—To acquire a just idea of proportion, distance, etc.

Thirdly—A certain knowledge of linear perspective.

Fourthly—Some knowledge of the principles of light and shade (aerial perspective).

Composition and effect are only acquired by practice, depending upon refinement of taste and judgment, based upon certain rules.

There are, doubtless, many before me who have attained considerable proficiency in the art. To such I need not dwell upon the undoubted pleasure which they must have felt in having made a drawing, correct in all its details.

Apart from the utility of the study in the ordinary occupations of life; apart from its peculiar adaptability for the unoccupied to pass their time advantageously; let us consider its effect upon the mind, how suited to the refinement of feeling, the correction of erroneous impressions, and, in fact, it opens the great book of nature to a closer inspection, and gradually reveals beauties and wonders which, but for its aid, would have remained undiscovered. In traveling, how often do we see magnificent views, and how gratifying to be able to represent them satisfactorily, that, in after years, when looking over our folios, we may have those pleasant thoughts recalled which were experienced on beholding the same scenes in

nature. Many pleasant reminiscences are brought to mind by looking over old sketches; even those made in childhood, if kept, are a source of gratification.

How truly pleasant to be able when rambling amid the grand scenery of nature, lofty mountains, rugged rocks, and rushing streams, to take out a sketch-book, and by the power of our own hand, so imitate them as to be able to recall the great original views. There is not, in my opinion, a greater pleasure.

The First Book—Will contain elementary exercises, straight lines, curves, squares, triangles, circles, etc. with full directions printed at the head of each page.

Number Two—Will contain simple drawings, leaves, flowers, and a variety of familiar objects. These are given for two reasons; first, to put into practice what they acquire in the first book, and make them familiar with the best way of sketching any thing. The directions embrace all that a practiced Teacher could suggest.

Number Three—Contains the elements of perspective, illustrated by cubes, boxes, tables, houses, etc. and the pupil, by strictly following the directions, must learn how to do them.

I would here remark that it is intended that drawing should be taught by this system in the same manner as writing by the other, that is to say, the Teacher should illustrate it upon the black-board, which is a simple matter, so far at least as the explaining of directions to the pupils is concerned, as they are so explicit. I should not expect a grown person to ask any questions concerning them. As perspective is a very important matter, I will show the method I commence to teach it by. It is necessary, of course, to start at the very beginning and, at least, make them aware that there are such things to be regarded as the point of sight, vanishing points, and the horizontal line.

In drawing objects, the horizontal line should always be used. It is made by holding a pencil horizontally, on a level with the eye. The line formed by it will either be above, below, or crossing, the object; and as the rules employed in drawing are determined by the position of the eye, the pencil so held giving the elevation of the sight, partly decides how it is to be drawn. The next important thing to be settled is, whether the eye, being above, below, or on a level with, the object, is exactly in front, or on one side, of it; to decide which, we look straight before us, and if we see two sides of a cube, or box, the eye must be in front and on one side of it. If we see the top as well as two sides, the eye must be in front, above, and on one side, of it. Therefore, after making a line across the paper to represent the line which the pencil makes across an object, or landscape, a point is made upon it opposite the eye. If we see the top of the object, the drawing must be made below the line. If we see the top, front, and side, the point must be on one side of the object. This point is called the point of sight. It is always placed upon the horizontal line, immediately opposite the eye. The point of sight is most important; to it all lines (parallel to the horizontal line) which form the receding sides of an object, to be drawn by the rules of parallel perspective, must tend. The horizontal line is most important; all lines parallel to it, which are above, must come down to it; all those below, must go up to it. By merely knowing these facts many common errors would be avoided, for, if the lines above are drawn downward, whether to a correct point, or not, it is something gained. All lines which are parallel will have one common vanishing point, therefore, if the line forming the roof of a building goes to the point of sight, and there should be fifty boards parallel to it, each one would tend to the same spot. In order to draw an object by the rules of parallel perspective, a certain position with reference to it must be maintained. This position is suggested by the term parallel. It is necessary that the artist should be so placed as to be parallel to it. To illustrate this, place a table in such a position upon the floor that the two front legs shall touch the same seam between the boards. As boards in floors are parallel (generally), place yourself in front, or on one side, of it, having both feet upon the same division between the boards; this places the body parallel to the table, house, or any other object. As long as the parallelism is not destroyed, you can place yourself where you please,

and the receding sides of the object (rectangular), must tend to the point of sight. Angular perspective is more complicated and it is useless to explain it to young pupils. The vanishing points are made for them, and by assuming the position described and otherwise following the directions, the result must be that they do not only succeed in drawing the object correctly, but become interested in the study and are naturally desirous of knowing how to make the vanishing points themselves, which by investigation can soon be found out.

I have discovered, in teaching drawing, that great difficulty is always experienced by young pupils before understanding how curves should be represented which run around objects. In order to explain this, it is only necessary to raise a common wooden hoop. (And this further illustrates the necessity of understanding and making use of the horizontal line.) When a hoop is raised so as to be on a level, horizontally, with the eye, no part of the circle can be seen, and in such a position the way to draw it would be by horizontal lines inclosing the width, or thickness of the wood. Raise the hoop, and the circle is visible, in perspective. The furthest edge would be seen below the nearest one, and, consequently, being part of a circle, the nearer edge must curve upward. Raise it still more, and more of the circle is visible, consequently, the line to represent it must curve more, and so on until the hoop is entirely above the eye, when the whole circle is visible. We see then, by this, that curves running around objects cannot be represented parallel, but each one is more, or less, curved, according to its elevation above the eye, or horizontal line. If we lower the hoop, we then see the furthest side above the nearer one, consequently the nearer one curves under. The further we lower it the more the line curves, because we see more of the circle. Curves, then, upon the same object which are parallel to each other, must be represented three different ways, in drawing; if the horizontal line, or level of the eye, crosses that object, namely, the curve on a level, straight; those above it, curved upward; those below, curved under. This is easily illustrated by raising a tumbler. If it is above the eye, all the curves go one way; if below it, the reverse; if the horizontal line crosses it, the top edge curves one way, the bottom the other.

The same principles apply to circles seen perpendicularly. Take your position before a barrel so that the eye will be directly over the center hoop. In order to draw it that hoop must be a perpendicular line; all hoops to the right, will curve to the right; and those to the left, to the left; those furthest from the eye will curve the most, because, if they were separated from the barrel, more of the circle would be seen. Remove to one side, or the other, of the object—if to the right, all the curves go one way, to the right; and if to the left, the reverse. This is what is called "Perspective of the Circle."

Book Number Four—Will contain instructions for shading, illustrated upon various objects presenting different surfaces. The use of shading is to develop the form. Light will be most perceptible upon projecting parts; and shadows will be more, or less, in hollows, according to their depth and inaccessibility to the light. According to the surface, so must shading be done with a pencil to represent it. I say *with a pencil* because shading with a pencil is done in lines, and lines indicate the kind of surface. It would be impossible, upon a flat surface, to make, with a point, such marks as could be made upon a ball, or other round object; and it would be equally impossible to make, upon a ball, the same lines, with a point, as those upon a flat surface; therefore, in shading a flat surface, such as a board, box, etc. no curved lines should be used, not even one mark should be made which could not be scratched upon the original. In shading a ball, each mark should be part of a circle, the same size as the circumference of the ball itself. As it is possible, upon such a surface, to make these curves in any direction, lines in the shadow can be crossed and recrossed, until the shade is dark enough. In shading a cylinder, or any object having such a shape, two kinds of lines can be used; the outline being perpendicular, perpendicular lines must be used to represent that surface—such a line could be scratched upon the object; the curved surface must

be represented by lines parallel to it; therefore, it is according to the outline what direction the lines, in the shading, must take. These principles are fully illustrated in the book, applying to mountains, water, trees, etc.; valuable hints will be printed upon the last page, concerning sketching from nature, composition, light, and shadow, representing distance, etc.

This system will be ready for use at the same time with that upon writing, and will be called "Burgess' System of Drawing."

At half past twelve o'clock, P. M. the Institute adjourned.

STATE EDUCATIONAL CONVENTION.

The Convention met at half past two o'clock, P. M.

The minutes of the last meeting were read and approved.

Members present, who had not signed the roll, were requested to report themselves to the Secretary.

The following is a list of the appointments, made by the President, upon the various

Standing Committees.

READING, SPELLING, AND DEFINING.

GEORGE TAIT, San Francisco, Mrs. MARY D. PAGE, Amador,
D. K. SWIM, Calaveras.

WRITING AND DRAWING.

HUBERT BURGESS, San Francisco, Mrs. C. H. COLE, El Dorado,
SPARROW A. SMITH, Sacramento.

GRAMMAR AND COMPOSITION.

HENRY B. JANES, San Francisco, M. I. RYAN, San Joaquin,
Mrs. MARIA TOTHILL, Calaveras.

ARITHMETIC.

A. P. KNOWLES, Santa Cruz, W. P. GIBBONS, Alameda,
GEORGE H. PECK, San Francisco.

GEOGRAPHY AND HISTORY.

J. B. THOMAS, Butte, J. D. LITTLEFIELD, Solano,
Miss HANNAH MARKS, San Francisco.

NATURAL SCIENCES.

GEORGE W. MINNS, San Francisco, M. A. LYNDE, El Dorado,
FREEMAN GATES, Santa Clara.

MATHEMATICAL SCIENCES.

JOSEPH HOLDEN, Calaveras, C. S. McARTHUR, Contra Costa,
THOMAS S. MYRICK, San Francisco.

MORAL SCIENCE AND MUSIC.

E. H. HOLMES, San Francisco, Miss LUCY A. M. GROVE, San Joaquin,
Miss A. S. BARNARD, San Francisco.

CALISTHENICS, GYMNASTICS, AND OBJECT-TEACHING.

JOHN SWETT, San Francisco, N. H. GALUSHA, Sonoma,
L. C. VAN ALLEN, San Joaquin.

SCHOOL ARCHITECTURE, FURNITURE, AND APPARATUS.

Dr. H. S. HERRICK, El Dorado, JAMES DENMAN, San Francisco,
R. H. TIBBITTS, Sonoma.

AMENDMENTS TO SCHOOL LAW.

J. M. HAMILTON, Napa, SAMUEL PAGE, Amador,
Dr. F. W. HATCH, Sacramento.

STATE NORMAL SCHOOL.

ELLIS H. HOLMES, GEORGE W. MINNS,
HENRY B. JANES, San Francisco.

RULES FOR PERMANENT ORGANIZATION.

SAMUEL M. SHEARER, Monterey, J. BURNHAM, Nevada Territory,
H. J. SPENCER, Yolo.

RECEPTION OF DELEGATES.

Dr. H. S. HERRICK, El Dorado, CHARLES H. PARKER, El Dorado,
JAMES STRATTON, San Francisco.

Reports of Standing Committees

Were called for.

The attention of members was called to the lists of Text-Books, Trade Circulars, etc. sent in by several of the Booksellers of the city.

President Moulder read communications from Messrs Hodge & Wood, Carl & Flint, Bancroft & Co., J. J. Lecount, and Tyler Bros. inviting members of the Convention to examine their stock of school-books, apparatus, etc. and offering to furnish the Committees with any books they might need for examination.

The President explained the object of the formation of the Standing Committees, and described, in detail, the duties of the several Committees on Text-Books.

Change in Standing Committees.

D. C. Stone of Yuba was added to the Committee on Music and Moral Science.

Miss Hannah Marks was changed, at her request, from Committee on Geography and History to Committee on Reading, Spelling, and Defining, and Mr. Tait from the latter to the former committee.

Mr. McChesney of Butte was substituted for Mr. J. B. Thomas, in Committee on Geography and History; and Mr. Hurd of Amador on Committee on Arithmetic, in place of Mr. Swim.

Mr. H. A. Pierce was added to Committee on Reading; and Mr. J. W. Anderson to Committee on Writing, in place of Mr. Burgess, who declined.

On motion, the names of the Standing Committees were read, in order, whereupon each committee designated the time and place of holding its meetings.

There being no special, or unfinished, business before the Convention, the President declared motions and resolutions next in order.

Resolutions.

Mr. Janes offered the following :

Resolved, That the State Board of Education should consist of the State Superintendent of Public Instruction, with two qualified Public School Teachers—the latter to be chosen by the State Convention of Teachers and Trustees—and two citizens at large, to be chosen by the Legislature.

A spirited discussion ensued, on the reading of the above resolution, in which Messrs. Janes, Gibbons, Myers, Anderson, Woodbridge, and Pierce, participated.

Motions to amend by substituting “three Teachers,” for “two citizens;” “two County Superintendents,” for “two citizens;” and one to indefinitely postpone, were made and lost.

It was stated that the present State Board of Education consists of the Governor, Surveyor-General, and the State Superintendent of Public Instruction; and that the two first named officers were prevented, by other onerous duties, from giving sufficient attention to the educational interests of the State.

Mr. Janes' resolution was finally referred to Committee on Amendments to the School Law.

Dr. Gibbons of Alameda proposed the following :

Resolved, That the Committee on Amendments to the School Law be requested to frame an amendment by which the Trustees of every School District in the State shall be empowered to transfer to the State Reform School any pupils between the age of ten and eighteen years, whose morals may be so depraved as to render them unsuitable occupants of a Public School.

After considerable discussion on the part of Dr. Gibbons, Rev. Mr. Myers, and Mr. Anderson, this resolution was indefinitely postponed.

Superintendent Denman offered the following :

Resolved, That this Convention recommend that a general system of school registers and reports be adopted, for use in every school throughout the State.

A motion to amend by referring to a Special Committee of five, prevailed, and then the resolution was adopted as amended.

The Chair subsequently appointed the following

Committee on Registry.

JAMES DENMAN, San Francisco, Mrs. MARY HATCH, Solano,
 O. J. MEAD, Yuba, B. M. HANCE, Colusa,
 JOHN GRAHAM, Tuolumne.

Rule.

A motion was made that no speaker be allowed to speak oftener than twice on any one subject under discussion, nor longer than five minutes at a time.

Several amendments were offered, but finally the motion was amended so as to read :

Resolved, That no speaker shall speak oftener than twice, on any one subject of debate, nor longer than ten minutes the first time, and five minutes the second time.

Adopted.

Dr. Hatch, of Sacramento, submitted the following :

Resolved, That the Committee on Amendments to the School Law be requested to recommend the limitation of pupils in the Public Schools to children between the ages of six and twenty-one years.

Referred to Committee on Amendments.

Superintendent Denman suggested the propriety of arranging topics for discussion at the next meeting of the Convention, and named :

Periodicals on Education.
 Schools and School Systems.
 Lessons on Objects and Real Life.

The hour being late, no action was taken on the suggestions.

President Moulder requested the County Superintendents to convene after adjournment, for the purpose of arranging a "Social Reunion" for to-morrow evening; he also announced the programme of instruction for the next session of the Institute.

A motion was made that when the Convention adjourn it re-assemble to-morrow at two, P. M. and that the first hour of the session be devoted to the discussion of "The Best Practical Modes of Teaching."

On motion of Mr. Lynde, of El Dorado, it was amended by adding "The Best Method of securing the Attention of Pupils during Recitation."

The motion, as amended, was adopted.

The Convention then adjourned.

THIRD DAY.

STATE INSTITUTE.

WEDNESDAY, May 29, 1861.

The President called to order at ten o'clock, and introduced the Instructor of the day, Mr. John Swett, who proceeded to illustrate, by classes taken from the body of the Convention, "Object-Teaching," and afterwards, by classes of the pupils of his school, "Gymnastics and Calisthenics."

As his instructions were delivered without notes, but a brief sketch of his remarks and exercises can be given.

Object-Teaching, Calisthenics, and Gymnastics.

Mr. Swett said :

The first part of my subject, Object-Teaching, might with equal propriety be termed "a common knowledge of common things," and hence I shall proceed to treat it in a very common, plain, and practical, manner.

You will imagine yourselves transformed into a monster class of all ages and capacities, from Primary to Grammar School pupils, and with yourselves rests the responsibility of making the exercise an interesting one.

I need only allude to the importance of object lessons in school. They are really the *foundation* lessons of knowledge.

The intellectual faculties may be divided into three classes—the perceptive, the reflective, and the expressive.

The perceptive faculties first come into play in childhood. By their action in sensation, perception, attention, and observation, the child acquires its first knowledge of surrounding objects. Impelled by curiosity he never tires in exploring the material world. Knowledge is what we have experienced in our own intellect, by means of our own observation.

Later in life the reflective faculties are called into exercise, making use of the facts learned by the exercise of the perceptive. The question, then, is not "*What* is this?" but "*How* is this?" Hence, the importance of teaching children facts of the material world as a foundation for higher education.

To illustrate my meaning by a familiar example: Suppose a boy born blind, who has learned to read, should attempt the study of Geography, and learn all the definitions of mountains, seas, rivers, islands, etc. what real knowledge of Geography could he possibly have? Having never seen *one* mountain, how could he form a conception of others from a description?

Yet how often in school do we keep children blind to all *actual* knowledge of *things*, and attempt to teach them abstractions. How little do we teach them about what they eat, or wear; about the habits of the horse, dog, cow, and the animals, or birds, by which they are surrounded; how little, in a word, of the material world do we explore for them.

The purpose of Object-Teaching is to store the mind with actual knowledge derived from personal observation. Without any further remarks, I shall proceed to illustrate by a few very elementary object lessons.

ABSTRACT OF AN OBJECT LESSON.

The first object to which I call your attention is an apple. I place it on the table before me. What properties, or qualities, of the apple can you discover by looking at it?

Answer.—It is round.

Ques.—Will some one name another word to express the same shape?

Ans.—Spherical; globular.

Ques.—Any other properties?

Ans.—It is green, smooth.

Ques.—Can you tell certainly that it is smooth without touching it?

Ans.—We cannot.

Ques.—I take the apple in my hand. What more have I learned about it?

Ans.—It is smooth, hard, soft, solid, heavy, light.

Ques.—Some one says heavy, and another light. Which shall I say?

Ans.—Class answer light.

Ques.—I now smell the apple. What other property have I discovered?

Ans.—That it has a smell, or odor.

Ques.—How shall I say it smells?

Ans.—It has a pleasant smell.

Ques.—I taste it. What have I found out now?

Ans.—It is sweet, sour, or bitter.

Ques.—I hold up the apple before my eyes. Can I see through it?

Ans.—No.

Ques.—What property, that none of you named, has the apple, then?

Ans.—Opaque.

Ques.—What name is given to the outside of the apple?

Ans.—The skin.

Ques.—Any other?

Ans.—Rind; peel.

Ques.—What is the little cup opposite the stem called?

Ans.—(After some hesitation) calyx.

Ques.—What is the apple good for?

Ans.—To eat.

Ques.—Right; but name some of the particular uses of the apple.

Ans.—Cider, pies, apple-dumplings, sauce, puddings, etc.

Ques.—Does any one think of any other use of the apple?

Ans.—(After a variety of answers) To produce seed.

Ques.—Correct; that is one of its principal uses. I will cut it open. How many seeds do you suppose I have found?

Ans.—Six, ten, twelve.

Ques.—Do all apples have the same number of seeds?

Ans.—Yes; no.

Ques.—In what country does the apple-tree grow?

Ans.—In the United States, England, Germany, France.

Ques.—Any other countries?

Ans.—China.

Ques.—Any other?

Ans.—In most countries in the Temperate Zones.

Ques.—Does it grow in the Torrid Zones?

Ans.—Yes; no.

Ques.—Has any one ever seen an apple growing in the Torrid Zone?

Ans.—(One hand raised, but the place not understood.)

Ques.—Does it grow in the Arctic Zone?

Ans.—Yes, the crab-apple does.

Ques.—Will any one describe an apple tree?

Ans.—(No answer.)

Ques.—How high does it grow?

Ans.—Twenty feet; ten feet; fifty feet.

Ques.—How does it differ from a pine tree?

Ans.—Its leaves are different.

Ques.—How?

Ans.—The leaves of the pine are long and slender, like needles; those of the apple flat and broad.

Ques.—How do their branches differ?

Ans.—The branches of the pine grow straight from the trunk, while those of the apple are bent upward.

The lesson concluded by cutting the apple into halves, fourths, eighths; and by various combinations of the parts, giving a visible, tangible, illustration of Addition and Subtraction of Fractions.

Glass, iron, and coal, were successively taken up as topics, and the Teachers, by the correctness of their answers, showed themselves fully competent to manage lessons running into the higher departments of scientific knowledge.

Gymnastics and Calisthenics.

Mr. Swett introduced a class of six, or eight, boys belonging to the Gymnastic Class of his school. He had expected larger numbers, but the Dashaway Pic-Nic and two Sunday School Excursions had proved stronger attractions to the girls and boys than Calisthenics and Gymnastics. The piano, too, was missing and the fiddler hadn't come; however, he would do the best he could to illustrate some of the school-room exercises.

The class first went through a double and single dumb-bell exercise, then the free-arm movements, next an exercise with the calisthenic rods, and, lastly, the Indian club exercise.

So much time was occupied in these exercises that none remained for remarks, and Mr. Swett has furnished the following article, for publication, as embodying some of the thoughts that might have been presented, had time allowed:

ARTICLE ON CALISTHENICS AND GYMNASTICS.

The importance of systematic physical training in the Public School is beginning to be recognized in the United States. Yale College has the finest Gymnasium in the country. A Teacher of Calisthenics and Gymnastics is employed in the Boston schools, and Cincinnati has made a move in the right direction. San Francisco, representing the extreme point of public education in the west, was one of the first to introduce such exercises as a part of school discipline.

Of late, physical education has been made somewhat of a "hobby," and, therefore, I feel like treating the subject in the plainest possible manner.

Gymnastics is only a form of *play*. Playfulness with children is as much an *instinct* as with lambs, or kittens. It has long seemed to me that a great defect of our schools has been the failure to recognize the laws of animal life. It is a mistaken notion that the chief end of children is to go to school. "Reading, writing, and cyphering," the golden rules of the old Yankee red school-house, constitute the smallest part of an education.

Education is *development*. The harmonious culture of all the faculties of the mind and the training of the body to its greatest strength and highest beauty. Why, then, should not muscular training form a part of education quite as much

as mental culture? Is not mental power closely allied to physical, and a sound mind dependent on a strong body? But some say, "leave children to follow their own inclination in plays and sports; it is not natural for boys to climb the ropes and ladders of a Gymnasium, to swing clubs, lift dumb-bells, and revolve on bars; any attempt at systematic drill will prove irksome." Then why not leave the mind to its natural untrained action? The brain is as active as the body; why not leave both alike to the ill-regulated laws of impulse?

But in mental culture we recognize the great law of nature, that no perfection is attained without repeated and systematic effort. Leave the mind to its own aimless action, and its energies run to waste.

The same law applies so physical culture. The graduates of a Military School can be singled out of a crowd by their straight forms, erect gait, quickness and grace of movement. On a small scale why cannot the Elementary Schools reach the same results?

Any business man knows that power of endurance is quite as essential to success as quickness in mathematics, or skill in the use of language. Most of the boys educated in the Public School grow up business men, or working men. A sound body is the only capital they have to start with in life. Muscular strength to them is food and clothing. Sound health is a necessary condition of all permanent success.

The truth is, mental and physical power go hand in hand. The brain which has the strongest body will do the most work. The strong boys, in the long run come out ahead. The strong, the active, the energetic, boys, are the real kings of school, whether at the head, or foot, of the arithmetic class.

Give the boy, then, the exercise his nature craves, the systematic diet which will make him a living boy and a manly man. "But," many will say, "all this is very fine, theoretically, yet it is utterly impossible to carry it out in school. We have no money to buy apparatus. The public regard such things as innovations. We have no time to spare, and cannot do it."

Let us consider. The writer has been connected with a large Public School of five hundred children, for the last seven years. During five years of that time, Gymnastic and Calisthenic training have been as much a part of the daily routine as spelling and reading.

In 1856, when it was first introduced, it was laughed at as foolish, sneered at as visionary, frowned upon by those who ought to have encouraged it. But patient, dogged, perseverance, and persistent effort, overcame the obstacles, and the experiment was successful beyond all expectation.

Awkward, clumsy, lubberly, boys, have entered the gymnastic class, the laughing-stock of the old hands, and left it at the end of the year twice as strong as when they entered it, and with all their strength at perfect command.

Pale, weakly-looking, boys, who at first only *moped* around and looked on, became infected with the spirit, took hold in earnest, until the narrow chest expanded, the round shoulders were thrown back, and the soft, flabby, arm became like knotted whip-cords.

A few fitful feats of exercise did not work all this change, but daily, regular, thorough, judicious, *drill*. The Teacher himself must infuse life into the class. *Come*, and not *go*, is the word of command.

As well put books into the hands of children and tell them to teach themselves, or arms into the hands of raw recruits and tell them to perfect themselves in military tactics without a Teacher, as send a class of boys into a Gymnasium and expect them to practice without a Teacher.

In pleasant weather the writer has been accustomed to exercise with the boys in the yard from half-past nine to ten o'clock, to give the girls a calisthenic lesson of fifteen minutes, at noon, and the boys a dumb-bell, or free-arm, movement, at the two o'clock recess. This is too little time, yet, in a year, it gives no little training.

What exercises are best adapted to a Public School?

For school-room exercise, dumb-bells are invaluable. Light ones, weighing from eight to twelve pounds a pair are preferable to heavier weights, as they can be used in keeping time to the music of a piano. Only the strong boys should use heavy weights. Almost any school can purchase a set of dumb-bells costing only eight cents a pound, and any Teacher can learn to use them in a few days.

The free-arm movements are almost as beneficial as the dumb-bell exercises, and are perhaps better for girls, and they require no apparatus except quick arms and watchful eyes.

The calisthenic rods, for girls, are excellent, pulling the shoulders back in place, expanding the chest, and giving command of the arm, wrist, and fingers.

For out-of-door exercise, the horizontal bar is the favorite of the boys, and perhaps the best of all. It calls into exercise all the muscles of the frame, and is not violent. The rings are too difficult for most boys. Clubs are next in excellence to dumb-bells as arm and chest exercises.

Leaping is a pleasant amusement, and requires only two sticks and a string. Foot-ball is a rough-and-tumble game, but, for a crowd of school-boys, it has the charm of intense excitement. "Base-ball," is a fine old game, and ought not to be forgotten.

Teachers must study variety in all these games and exercises, for boys are fond of novelty. It requires more skill, tact, and judgment, than the routine of text-books. Any Teacher who thoroughly understands boy nature, may join freely in their sports. But if he cannot beat them at their own games, or is a bungler, let him by all means keep clear of the play-ground.

An owl should not mingle with swallows and singing-birds, they have nothing in common. But a Teacher needs cheerful invigorating exercises, even more than his pupils. For his own sake he will give the physical nature of children its due, even if "examinations" are less brilliant and children less precocious.

The indirect lessons of the play-ground are often the most important ever given by the Teacher.

At half-past twelve, M. the Institute adjourned.

STATE EDUCATIONAL CONVENTION.

The Convention was called to order at a quarter past two, P. M. President Moulder in the chair.

The minutes of the last meeting were read and approved.

Communications.

INVITATION TO VISIT THE MERCANTILE LIBRARY.

The following letter was read :

SAN FRANCISCO, May 29, 1861.

A. J. MOULDER, Esq.

President of State Teachers' Institute :

DEAR SIR:—By a resolution of the Board of Directors of the Mercantile Library Association of this city, passed May 28, 1861, I am instructed to offer to the members of the body over which you preside, an invitation to visit the Rooms of the Association.

Permit me, in thus communicating to you the resolution in question, to express the hope, that the Delegates to the Convention will find it agreeable to avail themselves of the privileges hereby extended.

The society I represent has for its object a mission of usefulness. Be pleased, then, to receive the invitation tendered you, not only as an act of comity to a co-

Missionary, but also in recognition of the powerful aid given by the Teachers' Institute to the cause of Education.

I am, very respectfully, your obedient servant,

ROBERT C. ROGERS,
Corresponding Secretary M. L. A.

The Objects of the Meeting.

The President made a few remarks reminding members that the object of their convocation was not to make, or hear, buncombe speeches, but to discuss methods of teaching, and to relate each other's experiences, so that all present, after leaving, might be benefited in their school-rooms.

These remarks were received with applause.

New Members.

The rules were suspended, to allow new Delegates to register their names.

Best Methods of Teaching.

Discussion on best methods of teaching was then declared in order.

Considerable hesitancy being manifested on the part of members to enter into debate, it was moved that the roll be called, and each one in turn relate his, or her, experience.

The Chair, on a vote being taken, decided the motion as carried, but a division being demanded, the count showed that the motion was lost.

Mr. Woodbridge then entertained the Convention with his views of the system of education in vogue, in which he spoke of the evil of endeavoring to force children to aid Teachers in their labors by exciting their imagination. Mr. W. spoke understandingly on the subject, and was frequently applauded. He was very particular in his illustrations, and his remarks on the necessity of Teachers instructing themselves as well as their pupils, and in regard to the obligations of Teachers to decrease rather than increase children's studies, were well worthy of consideration.

Mr. Collins, of San Joaquin, followed in a very practical speech in which he gave his own experience as a Teacher, which was not alone interesting, but instructive.

Mr. John Graham illustrated, by means of the black-board, his system of teaching mental arithmetic, and also gave some mental exercises.

Mrs. Tothill succeeded with some highly interesting remarks, which were listened to with marked attention.

Next Subject.

A motion was made that one hour of the next session be devoted to the subject of "Discipline in Schools."

A motion to amend by substituting that "one hour be spent in discussing such topics as may be suggested by the names of the several standing committees," was lost, and the original motion was laid on the table.

Reports of Standing Committees.**NATURAL SCIENCES.**

Mr. Minns, Chairman of the Committee on Natural Sciences, read the following report :

The Committee on Natural Sciences have had under consideration various text-books upon that subject. They have endeavored to select works adapted to popular instruction in schools, distinguished for simplicity of language, for methodical arrangement, for the value of the truths selected, and for comprehensiveness; works which, without containing too many of the details of science, present that which every well-informed person ought to know. At the same time, they consider it important that the text-books adopted should be compendious, so that they can be finished within the time allowed. Every work selected is the production of an author eminent for his attainments in the particular department upon which he has written.

For the Primary and Intermediate Departments—The Child's Book of Common Things, and the Child's Book of Nature, both by Worthington Hooker.

For the Grammar Department—Hooker's First Book in Physiology; Rudiments of Natural Philosophy and Astronomy, by Denison Olmstead; or, Natural Philosophy, by G. P. Quackenbos, if a more extended work is desired. How Plants Grow, by Asa Gray; Hooker's Natural History, to be used as a general exercise.

For a High School—Quackenbos' Natural Philosophy; Gray's How Plants Grow; Chemistry, by John A. Porter, with Edward L. Youman's Atlas and Chart of Chemistry, by means of which the Teacher can illustrate to the eye the principles of chemical combination; Elements of Astronomy, by John Brocklesby; or, Olmstead's School Astronomy; Human Physiology for Colleges and Higher Classes in Schools, by Worthington Hooker; Mineralogy, (small edition,) by James D. Dana; Professor Hitchcock's Geology.

All of which is respectfully submitted.

GEORGE W. MINNS,
M. A. LYNDE,
FREEMAN GATES,
Committee.

Mr. Minns accompanied his report with comments on the character and learning of the authors named therein, making some criticisms on the merits of the works. The report was accepted, and the subject-matter thereof was postponed from day to day until disposed of. The other committees, on call, reported progress and asked further time.

State Normal School.

The Chairman of the Committee on State Normal School stated

that the establishment of a State Normal School depended on the necessities of the State, and requested members to hand in lists of names of such residents of their counties as desired to devote themselves to the Profession of Teaching.

Visit to High School.

Mr. Denman invited the committee to visit the High School and examine furniture, and also offered the use of his office to members for purposes of meetings.

Organization of Schools.

Mr. Cooper offered the following resolution :

Resolved, That the Legislature be requested to empower the Board of Education to appoint agents, at the expense of the State, to address the people in the various parts of the State, in behalf of Public Schools, and to assist in their organization and the establishment in such districts as are destitute of schools, and where the number of children renders them necessary.

Referred to Committee on Amendments to School Law.

Subdivision of Districts.

Mr. Haskins offered the following :

Resolved, That the Committee upon Amendments to the School Law recommend that the law be so amended as to provide, in case a district is subdivided in the interval between one apportionment and another, that the fund to its credit be distributed among the new districts, in proportion to the number of children between four and eighteen years of age, residing in each.

Referred to same committee.

The Convention then adjourned.

FOURTH DAY.

STATE INSTITUTE.

THURSDAY, May 30, 1861.

The President called to order at ten o'clock, and introduced the Instructor of the day, Mr. James Denman, who proceeded to deliver the following

Address upon School Discipline.

MR. PRESIDENT, LADIES, AND GENTLEMEN :

The difficult task has devolved upon me to introduce the discussion of school discipline. It is a subject which has long occupied the attention of the most able scholars and Teachers of every country.

Of its importance, in connection with the true progress of intellectual development, I need not dwell before this audience of intelligent and practical Teachers.

As "order is Heaven's first law," it can hardly be less essential in the government of youth than the angels of heaven. The subject of discipline is so immediately blended with every kind of instruction, that I hardly know how to treat of it, as a separate and independent department, for he, who holds clear views as to instruction, does the same as to discipline. "Subjects of instruction are according to the ancient but oft-forgotten opinion, disciplines."

Discipline is not the art of rewarding and punishing, of making pupils speak and be silent. It is rather the art of preparing them for usefulness here and happiness hereafter. Teaching is something more than merely communicating knowledge; it is to stimulate, develop, and lead into a condition of independent activity, all the powers of the intellectual faculties.

The Educator of the present day does nothing except to teach from one day's end to the other; he is entirely a Teacher, and should, therefore, with propriety be called by no other name. The ancient "Schoolmaster" has now-a-days advanced to the grade of "Teacher." As Teacher, "he calls into activity the observation, industry, love of learning, capacity for it, power of language, self-help, and self-control, of his pupils; all his faculties, not merely those of acquiring knowledge, but the feelings and the character; that is, he *directs, corrects, and disciplines*, him outwardly and inwardly."

In the well-regulated school-room, order, propriety, morality, good manners, obedience, regularity in coming and going, standing and sitting, are observed; while, at the same time, the pupil learns to love his occupation, his Teacher, and the school.

Having thus presented school discipline as the true, educating, principle of the school-room, I shall next consider a few of the requisites for good government. To enter into detail would be impossible, as the subject is inexhaustible. I will, therefore, refer to but few.

First in importance is *self-control*. It is an old and true maxim that "no man can control others until he has learned to govern himself." Every Teacher, before entering upon the duties of his profession, should endeavor to obtain perfect control over his own passion, for, in the school-room, his patience will often be put to the severest test. His pupils may be guilty of the most provoking indulgence and strongly excite his indignant feelings, yet he should preserve a calm and decided manner, and let the deserved punishment be inflicted more in sorrow than in anger. Let him not forget, amid all the trials and temptations of the school-room, that "he who ruleth his own spirit is greater than he who ruleth a city." He should, therefore, carefully study his temperament and character, and fully satisfy himself that he can exercise a proper self-government, for it is unwise and unsafe to intrust the discipline of children to those who have no ascendancy over their own passions.

"Our temper acts so suddenly that deliberation has no time to dictate its behavior; it lets the hidden man out and pulls off his mask. It is doing its brisk publishing business in every school-room. No day suspends its infallible bulletins, issued through all manner of impulsive movements and decisions. Our pupils read them, for there is no cheating those penetrating eyes. Every Teacher moves through his school and conducts his exercise a perpetual and visible representation to all under him of some sort of temper. When least he thinks of it, the influence keeps going out. The sharpest self-inspection will scarcely inform him, moment by moment what it is; but his whole guide as a companion to the young is determined by it; his whole work is colored by it. Penalties imposed in passion are proverbially the seeds of fresh rebellion. Whatever temper you have suffered to grow up in the gradual habit of years, that will get a daily revelation over your desks as visible as any map on the walls."

Decision and firmness should also constitute an important element in the character of every Teacher.

In the administration of justice there should be no hesitation, or trepidation, or

want of decision of character, manifested in the Teacher. He should possess firmness and determination to enforce a righteous decision, and a willingness to assume responsibilities as soon as they are made plain. His purposes should be well formed, and then executed with that confidence which the cause of truth and the right alone can inspire.

There should, however, be no affected confidence, nor overweening assurance, which is too often characteristic of the Schoolmaster. All his acts should be tempered with becoming modesty and humility. This will inspire confidence in the hearts of his pupils, and strengthen that bond of union so necessary between the governor and the governed.

In this connection, I desire to impress upon every Teacher the necessity of increasing vigilance to enforce discipline according to the strict rules of *justice* and *impartiality*. The reputation of strict fairness and unconditional impartiality is the first fundamental requisite of efficient school discipline.

Curtman gives as the principal requisites of a Teacher as a disciplinarian, "Watchfulness, love of order, consistency, and *fairness*." "Government is not tyranny, exercised to please the caprice of the one who governs." It is only the despot who commands for the sake of being obeyed.

All school punishments should be to improve the child. Theories of retaliation are quite as inadvisable as that of retribution to an offended Deity. Some mistaken Teachers enforce severe discipline, under the erroneous assumption that God's majesty is offended by every wrong action. No such views ought to be expressed even in a penal code. Man has no voice in that decision, nor consequently should he have in inflicting punishment for it. This same class of Teachers, by reason of the same doctrine, see faults and sins where others do not. They are like the ghost-seers—"He who believes he sees them, does see them." Some even carry this theory so far, that they look upon children as reprobates and criminals. And yet this is seldom a correct opinion even of such adults as are punished for crimes.

The more we examine men and their errors, the more occasion we shall find to treat them not as hardened devils, but rather as poor tempted creatures. If this be true of those who have arrived at the age of reason and judgment, how much greater the necessity of exercising the true spirit of Christian charity and justice in the government and discipline of the youthful mind and heart.

"Justice and mercy are the two chief attributes of Deity, and they are the highest manifestations of humanity." To combine them in full proportion, to know when to be firm and when to yield, to carry the conscience, the judgment, and the feelings, of the pupil with you, so that your acts shall be at all times but the voice indeed of their own deepest unuttered thoughts, should constitute the high endeavor of every true Educator, and to accomplish which every resource of his whole nature should be brought into full and complete employ.

Avoid *governing too much*. The old proverbs, "Much speaking is a weariness to the flesh," and "Many laws many transgressors," are particularly applicable to the school-room. As I have before suggested, government is a means, not the end, of school-keeping. "The real object to be accomplished in school, is to assist the pupil to acquire knowledge, to educate the mind and heart. To effect this, good order is necessary. But when order is made to take the place of industry, and discipline the place of instruction, when the time of both Teacher and pupil is mostly spent in watching each other, very little good can be accomplished."

In maintaining discipline, it is not necessary to be severe. The Teacher adds no weight to his authority by being armed with the "ruler" and the "birch." He effects nothing but confusion and weakness by continued scolding and harsh threats. If the Instructor would govern well, he should never be noisy or boisterous himself. A spirit of perfect self-control, kindness, and determination, in the Teacher is the surest passport to the confidence and willing submission of youth.

In governing his school, he should also be very sparing of his voice. There are certain *looks* which are far more powerful in silencing the noise and confusion of

the school-room than the most severe language of reproof. Order obtained at the expense of great noise and much talking, is generally of short duration. That government is the most effective which secures good order and discipline at the least expense of force and effort. Teachers always govern best when they seem to be governing the least.

The following, from Barnard's American Journal of Education, forcibly describes the Teacher who governs only by force and effort :

"He is the incarnation of painful and laborious striving. He is a conscious perturbation, a principle paroxysm, an embodied flutterer, a mortal stir, an honest human hurly-burly. He tries so hard, that by one of the common perversions of human nature, his pupils appear to have made up their minds to see to it that he shall try harder yet, and not succeed after all. His expostulations roll over the boy's consciences like obliquely shot bullets over the ice, and his gestures illustrate nothing but personal impotency and despair."

Make but few rules and regulations.

There is no general receipt-book for the thousands of cases which may arise in the discipline of the school. That Instructor who attempts to make a specific rule, or law, for every particular offense, will find difficulties at every step. Children will be confused by the conflicting demands of a long code of requirements and prohibitions, and in endeavoring to avoid Scylla, will be likely to fall into Charybdis.

The same laws of discipline will no more prove of equal effect in every different case than similarity of treatment in disease will produce uniformity of results. No one thing is suited to all. "What one man plies with success will fail in another."

The golden rule of duty, "do unto others as you would that they should do unto you," should be the great governing rule of the school-room. The direction "do right," is complete and comprehensive. There is in every child a desire to *do right*, upon which the Teacher may rely when guided by the rules of duty and justice. But when governed only by written laws and regulations, children soon cease to act from the dictates of their conscience. Their moral sense soon becomes so blunted, that they learn to act only upon the principle that what is not strictly forbidden is right, and as no Teacher was ever yet so wise as to make a law for every case, the consequence is, he is continually annoyed with unforeseen difficulties and evasions.

For similar reasons, the Teacher should guard against the too common practice of *threatening*. "Oft repeated and continual scolding in a family, or school, only tend to make *bad* children *worse*, and *good* ones *indifferent*." Threatening is generally the language of impatience, which is usually resorted to as a means of frightening children into obedience, and like the barking of a dog who has no intention of biting, it is generally made without any design of execution.

Parents and Teachers should exercise more care and *say* only what they *mean*, and *mean* just what they *say*. If they would manifest a firm, decided, and unyielding, though kind, determination to have every duty strictly regarded, and all just requirements strictly obeyed, it would seldom be necessary to use threats, or exercise power, to an unpleasant extent. As the poet has well said—

"Be obeyed when thou commandest,
But command not often;
Let thy carriage be the gentleness of love,
Not the stern front of tyranny."

But it may be asked, if there are no fixed laws for the discipline of the school, the same as in the government of nations, how is good order to be secured? I would answer, various means must be used. Individual character must be studied, circumstances investigated, and all the ingenuity and tact of the Teacher exercised. Those apt movements, happy hits, and quick inventions, which characterize *real tact*, are far more powerful to preserve order in the school than the bludgeon.

"Far-sighted plans, quick movements, and clear instructions, with strong executive energy, are as valuable qualities in the school-room as upon the battle-field."

There should be no *favoritism*, or *privileged aristocracy*, in the school-room. Teach-

ers, especially of mixed schools in the country, are in the habit of extending favors and privileges to the larger scholars, which they deny the smaller ones. It is cowardly to punish the younger children to frighten older ones into obedience. It is far more manly and politic to make an example of the largest scholars, as the smaller ones will seldom resist authority which is established over those above them. Then, let all our intercourse with children be marked with fairness, disinterestedness, and an earnest devotion to justice, and a fervent desire to equally promote the welfare and happiness of all under our charge, irrespective of personal feelings and prejudices. The Teacher should also be *uniform* and *cheerful* in his government, that is, the same each day.

Some who have no self-control over themselves, govern entirely according to the caprice of their own feelings. Children quickly learn to read in their Teacher's countenance as he enters the school-room their fate for the day. In the language of Goldsmith,

“Well do the boding tremblers learn to trace,
The day's disaster in his morning's face.”

If, to-day he is in good health and fine spirits, he allows his scholars freedom and privileges, which he denies them to-morrow when suffering under irritation, or depression of spirits, caused by dyspepsia, or want of exercise, he cannot long expect to retain their confidence, or willing submission. Let no Teacher, therefore, be deceived that his irregularities and faults will pass without inflicting an evil which will have a lasting and unhappy influence.

Full *active* and *profitable employment* is also an important means of securing good government. The old proverbs that, “Idleness is the mother of mischief,” and that

“Satan finds some mischief still,
For idle hands to do,”—

are living truths particularly applicable to the school-room.

Activity—constant, true, mental, and moral, activity—is one of the great primary laws of the child's nature, and it is the Teacher's avocation to give the right direction to his activity of thoughts and feelings.

In order to accomplish this difficult task, he should be supplied with all the modern improvements in text-books and school apparatus, to render instruction pleasing and attractive, instead of a task which the young tyro dreads with fear and displeasure.

Our Primary Schools, especially, should be so many cabinets of nature and art. Every inch of wall not indispensably required for blackboard exercises, should be secured for educational purposes by specimens of plants, minerals, shells, birds, and whatever else can be appropriately placed before the eye. Children should be instructed that—

“Their Teachers are the rocks and rills,
The clouds that cap the far-off hills,
The flowers, the sturdy forest trees,
Each blade of grass, each whispering breeze.”

Interest in study is the first thing which every Teacher should endeavor to excite and keep alive. There are scarcely any circumstances in which a want of good order and intellectual discipline does not proceed from a want of interest in the studies and exercises.

“I would,” says Pestalozzi, “go so far as to lay it down as a rule, that whenever children are inattentive and noisy, and apparently take no interest in schools, or study, the Teacher should always look to himself for the reason.”

When a child is doomed to listen to lengthy explanations, or to go through with exercises which have nothing in themselves to relieve and attract the mind, there is a tax upon the spirits which the Teacher should make it a point to abstain from imposing. And, when to all this, the fear of punishment is added, besides the tedium which in itself is punishment enough, it becomes absolute cruelty.

In order to secure the proper interest and attention in school, a *plan* of each day's *study* and *instruction* should be carefully prepared and placed before the scholars, so that each moment of their time during school hours shall be actively engaged in some interesting and useful employment.

"A time and place for everthing, and everything in time and place," should be inscribed on every banner of knowledge, and indelibly engraved upon the character of every Teacher and pupil. Wisdom in planning, and skill in performing, are two of the great elements of success in any undertaking, and particularly so in the school-room. Let, then, every Teacher before opening school, arrange some general design of what he intends to accomplish, the studies which can be most profitably pursued, and the best time of day to be devoted to each. He will thus insure the interest and attention of his pupils, who will soon learn to study, and with pleasure. Where this is the case, there will be but few improprieties, or disorder; where it is not the case, he will constantly be obliged to make rules, and inflict punishments, without the desired results.

Music in school will, also, have a happy influence in promoting *cheerfulness* and *good order*. When scholars become dull, restive, and noisy, nothing will so readily restore cheerfulness and attention as a few moments devoted to singing some familiar and enlivening song. If,

"Music has charms to soothe the savage breast,"

certainly its salutary and subduing influence over the feelings and passions of the youthful heart in civilized society cannot be less beneficent and effective.

"The Germans have a proverb," says Bishop Potter, "which has come down from Luther, 'That where music is not, the devil enters.' As David took his harp when he would cause the evil spirit to depart from Saul, so the Germans employ it to expel the obduracy from the hearts of the depraved. In their schools for the reformation of juvenile offenders, (and the same remark may be applied to those of our own country), music has been found one of the most efficient means of inducing docility among the stubborn and vicious." It will serve as a pleasant recreation to cheer and gladden the heart when wearied and vexed with the toils and perplexities of the day, and thus act as a safety-valve through which may escape the pent-up noise and feelings of mischievous activity, which would otherwise develop itself in confusion and disorder. I would, therefore, earnestly recommend the introduction of music, if for no other reason than its instrumentality in promoting good order, and adding to the happiness of the pupils.

The *love of approbation* for the regard and good opinion of their friends and associates, is another powerful means of securing the attachment and submission of youth. The love of approbation is universal in the character of every individual, and must, therefore, have been implanted in the human breast for some good purpose. It shows itself in early childhood, and affords the parent an easy means of influence and control. If properly directed, it is a powerful motive to stimulate youth onward in the path of duty and noble action.

Unlike the emulation and rivalry consequent upon a contest for valuable gifts and beautiful prizes, which often call forth the baser feelings and passions of human nature, the love of approbation, if rightly cultured, strives rather to gain by noble endeavor the favor and esteem of the *wise* and *good*, and the approval of *parents*, *Teachers*, and *friends*. Let, then, every Teacher strive to cultivate this beneficent faculty, so that the pupils under his charge will be inspired with a higher love for knowledge, and a more sacred regard for the obligations which they owe to themselves and to their fellow-beings.

In school the love of approbation should be directed, first to the parent, and next to the Teacher and their friends and associates. In order that it may be directed to the parent, the Teacher must either send some written report of the standing and deportment of his pupils, or make frequent visits in his district, and frankly consult with parents in regard to the progress and prosperity of their children.

Much of the insubordination in the school-room arises from a misunderstanding on the part of parents, who, too often, express in the presence of their children their prejudices against the Teacher, in the severest language of reproof and condemnation. Pupils seldom render willing submission and respect to their instructor when his acts are disapproved, or criticised, by parents. Frequent visits made in the *true spirit* of the Teacher will do much towards softening the feelings and removing prejudices. He will thus insure the co-operation of parental authority, which will be a powerful influence in securing obedience and good order in school. In order that written reports may have a proper and lasting benefit, they should be made with great care and accuracy. They should not only contain a record of all the real merits obtained in recitation and deportment, but as nearly as possible an exact report of the efforts each pupil has exerted to improve in discipline and study.

Teachers are seldom fully aware of the powerful influence which the slightest censure, or approbation, has upon the youthful mind for good, or evil.

The following experience of Mr. Sweetser is worthy of the careful consideration of every Educator: "We met," he says, "a few days ago with a young lady, a former pupil of ours, who is now a successful Teacher of a Grammar School. For a year, or two, she caused a great deal of trouble by neglecting her studies, and otherwise abusing her privileges. At last a sudden change took place in her conduct, and from one of the most troublesome scholars she became one of the best. 'I remember what first induced me to alter my course. *You praised me.* I found I had met your approbation, and I determined to deserve it.'" This is the unwritten experience of many scholars who have first been awakened to a sense of duty by the encouraging words and kind approbation of a faithful Teacher. Be careful of the *first impressions you make*.

Youth study character with great speed and accuracy. Full of expectation and curiosity they watch every action and look, and listen to every word you utter as you enter the school-room, to gather with mingled hopes and fears, some omens of their future destiny; but are almost sure to *like*, or *dislike*, according to their *first impressions*. They may not be able to express in language an exact estimate of your character upon your first introduction, yet they soon receive impressions which are not far from the truth.

You cannot long assume that which you are not—the fixed and everlasting principles of character cannot be counterfeited, or put aside.

Let every Teacher, therefore, strive to first impress his scholars with an honest conviction that he takes a deep interest in their welfare, and that while he desires to rule with love and kindness, yet that he has resolution and firmness of character to command obedience and respect.

There is something in the appearance and personal influence of the Teacher before his school which is indefinable, yet it exerts a greater influence and deeper impression than the words he utters. It is the influence of character, of one soul directly upon another, exhaled in the breath, streaming through the eyes, and animating every motion, rising up out of the deep and secret foundations of the heart, and finding its way through the most subtle and invisible channels into the hidden recesses of every young child's being.

Courtesy of manner and *correct habits*, are also indispensable requisites in the character of every Teacher. Some one has said "a beautiful form is better than a beautiful face, but a beautiful behavior is better than a beautiful form." No one can deny the fact that a commanding appearance, neatness of person and habits, combined with a gentle and modest demeanor, will command respect, while a coarse and slovenly Teacher, with a vulgar and boorish presence, even if he possesses brilliant talents, inflicts evils upon the habits and character of the youth under his charge, for which no scientific attainments can be an offset. It is, with much truth, said, "as is the Teacher so will be the school." If he is addicted to habits of confusion and disorder in his own character and deportment, his scholars will not be slow to imi-

tate his example. Then, let every Instructor strive to cultivate a true spirit of politeness in all his dealings and associations with the youth. And by politeness, I do not mean any particular form of words, nor any prescribed mode of action. It is rather a noble every-day bearing which comes of goodness, of simplicity, and of firmness.

"If lofty sentiments habitually make their home in the heart, they will beget, not perhaps a factitious and finical drawing-room etiquette, but the breeding of genuine gentility, which no young, simple heart will refuse its homage."

Professor Huntington, in his essay on "Unconscious Tuition," has given a beautiful and graphic sketch of the school-room in which the presence of the true Teacher is felt :

"Everything seems to be done with an ease which gives an impression of spontaneous and natural energy. There is repose, but it is totally unlike indolence. The ease of manner has no shuffling, or lounging, in it. There is all the vitality and vigor of inward determination. The dignity is at the furthest possible remove from indifference, or carelessness. The Teacher accomplishes his ends with singular precision. He speaks less than is common, and with less pretension when he does speak; yet his idea is conveyed and caught, and his will promptly done. When he arrives order begins. When he addresses an individual, or class, attention comes, and not as if it was extorted by fear, nor even paid by conscience as a duty, but cordially. Nobody seems to be looking at him particularly, yet he is felt to be there through the whole place.

He does not seem to be attempting anything elaborately with anybody, yet the business is done, and done remarkably well. Authority is secured, intellectual activity is stimulated, and knowledge is acquired with a hearty zeal."

Earnestness and energy of character are also important agencies in the successful discipline and government of youth,

"He, when'er he taught
Put so much of his heart into his act,
That his example had a magnet's force,
And all were swift to follow, whom all loved."

It is often said that we can do almost anything in the world, which we earnestly undertake. Every Teacher should therefore possess an earnest nature, with determination, hopefulness, enthusiasm, and daring, equal to every duty and emergency they are called upon to assume. These are qualities of human character which every child will unconsciously admire, and render willing submission.

Professor Haddock thus truly speaks of the energy of character and personal influence of the true Educator :

"What the Teacher is in his general character, his principles of life, his individual objects, his tastes, and amusements, his whole bearing and demeanor has more to do in forming the spirit and shaping the destiny of his pupils, than all his instructions from text-books. There is a certain air about a man, or rather, spirit in him, which determines to a great degree the influence of his whole life. If of the right sort, bright, earnest, open, kindly, full of cheerful hopes, and ennobled by reverence for truth and love of goodness, this general character is itself a school, a model for young ambition, a fountain of good thoughts, a silent, insinuating, living stream, nourishing the roots, and opening the buds of virtuous thought and noble action."

It has been my object thus far to briefly suggest a few requisites of good government which would lead to the right spirit of instruction, for he, who instructs well disciplines well.

It may be expected that in opening this subject for our discussion, I should present a complete code of rules and regulations, for the government of a well regulated school. This, for reasons I have already stated, is the most difficult part of my task. To enter into the detail of school discipline and punishment, would require more of your time and patience than would be either profitable, or interesting.

I cannot, however, close these remarks without presenting a few golden rules for school government, which I have selected from "Parish's Manual of School Duties," an invaluable little work, which should be in the hands of every Teacher and

scholar in California. They can be had for fifty cents per hundred by ordering them from Mr. Parish, at Springfield, or the publishers, at Boston. These rules are not in the form of requisitions and prohibitions, as is generally the case, but rather as recommendations and suggestions for the scholar to voluntarily adopt for his own guidance.

On entering school, each scholar is given the following directions :

"1. Resolve on being received as a member of this school to cheerfully comply with all the requirements of the Teachers, and faithfully perform every duty assigned you.

2. Always manifest and cultivate a kind and accommodating disposition toward schoolmates, and respect toward Teachers.

3. At all times let the school-room be regarded as sacred to study and mental improvement. Never indulge in rudeness, childish trifling, loud and boisterous speaking, or anything that would be considered unbecoming in genteel company.

4. Resolve to lend your influence in every possible way to improve the school and elevate its character.

DEPORTMENT.

Motto—'Be ye doers of the word, and not hearers only.'

Remarks.—It is as much a part of your education to correct bad habits and obtain good ones, to cultivate good manners, and learn to conduct yourself with propriety on all occasions, as to be familiar with the studies pursued in school. Read carefully and remember the following particulars :

STILLNESS.

1. On entering the school, pass as quietly as possible to your seat, taking care to close the door gently, and avoid making unnecessary noise with the feet in crossing the room.

2. Take out books, slate, etc. from your desks with care, and lay them down in such a manner as not to be heard. Avoid making a rustling noise with papers, or noisily turning over leaves of books. Never let the marking of a pencil on your slate be heard.

3. Be careful to keep the feet quiet while engaged in study, or if it be necessary to move them, do it without noise.

4. In passing to and from recitations, observe whether you are moving quietly. Take special care if you wear thick shoes, or boots, or if they are made of squeaking leather.

5. Avoid the awkward and annoying habit of making a noise with the lips while studying.

6. Scuffling, striking, pushing, or rudeness of any kind, must never be practiced in the least, under any circumstances, within the school-building.

PROMPTNESS.

1. Be punctually at school. Be ready to regard every signal without delay. To commence at once, when 'studying hours' begin; to give immediate and undivided attention when the Teacher addresses you, either individually, with the class, or with the whole school.

2. On appearing in the school-room after an absence from one, or more, exercises, your first duty will be to present a written excuse, specifying the time and cause of the absence.

NEATNESS.

Motto—'A place for everything, and everything in its place.'

Remarks.—The habit of observing neatness and order should be cultivated as a virtue.

1. Let your shoes, or boots, be cleaned at the door-steps; always use the mat, if wet, muddy, or dirty.

2. Never suffer the floor under your desk, or the aisles around it, to be dirtied by papers, or anything else, dropped on it.

3. Avoid spitting on the floor—it is a vulgar, filthy, habit.

4. Marking, or writing, on the desks, walls, or any part of the building, or school premises, with pencil, chalk, or other articles, manifests a bad taste, or a vicious disposition to deface and destroy property. None but a vicious, reckless, or thoughtless, person will do it.

5. Knives must never be used in cutting anything on a desk.

6. Particular care should be observed to avoid spilling ink anywhere in the school building.

7. Let your books, etc. be always arranged in a neat and convenient order in your desk and upon it.

8. After using brooms, dust-brushes, etc. always return them to their places.

9. Be ambitious to have every part of your school in so neat and orderly a condition, that visitors may be favorably impressed with this trait of your character.

SCHOLARSHIP.

Motto—'Knowledge is power.'

Remarks.—Three things should ever be sought for by the scholar in all his studies and recitations. They are the index of scholarship—

1. Aim at perfection.

2. Recite promptly.

3. Express your thoughts clearly and fully.

1st. Let the tone of voice be distinctly audible, and perfectly articulated. Let your words be chosen with care, so as to express your thoughts precisely.

2d. Resolve to solve every difficult point in your lesson yourself, (if possible,) rather than receive assistance from another.

3d. Scholars are in no case to assist each other about their lessons in study hours.

RECITATIONS.

1. A scholar must never stay out of recitations because 'he has no lesson.' If you have a good excuse give it to your Teacher, and go and hear the others recite.

2. A scholar must never have anything in his hands during recitations, nor during study hours, except what strictly belongs to the exercise in which he is engaged.

3. Do not rest satisfied with learning your lesson so as to 'guess you can say it;' be able to give a clear and full account of it when you recite.

MISCELLANEOUS.

1. All communications with the scholars are to be avoided during hours of study and recitation. This comprehends whispering, writing notes, or on the slate, signs, etc. Every pupil should study as if there were no one else in the room, with perfect silence.

2. Ask questions about lessons of Teachers to whom you recite, as they are responsible for your improvement; otherwise one may be overburdened with business which properly belongs to another.

3. No books are to be read in school hours, except such as belong to the studies and exercises of the school.

4. No scholar should go off the school-grounds during recess, except with permission.

5. Never meddle with the desk, or property, of another scholar without liberty.

6. Caps, bonnets, and all outer garments, must be placed on the hook assigned to each pupil, immediately on entering school.

7. Boys must never wear hats, or caps, in the school-room.

8. Always be in your own place, and busy about your own duties.

9. Finally: Bear constantly in mind how short may be the time allotted you to enjoy the privileges of school, and how important an influence they may exert on all your future life."

I have thus hastily and very imperfectly specified some of the means of securing good order and discipline in school. With the qualifications I have described in the mental, moral, and personal, character of the Teacher, I believe most of our schools could be successfully governed without an appeal to fear, or force. Of the different modes and means of punishment I prefer to say nothing. The true Teacher must be governed entirely by experience and the circumstances of the occasion. He should ever keep in mind that discipline is only a secondary object. The only primary one is instruction. The design of punishment should be to do away with punishment. When this is not the case the Teacher will fail in accomplishing the duties of his high calling.

Let him then carefully weigh these duties and responsibilities, that he may right-

ly discharge the important trust committed to his care. In the language of another—

“Let him daily enter, with fresh preparation, with interest, with energy, with the spirit of love, and a sound mind, upon his labors. Let him at all times feel that principle of love and that sincere devotion to his profession which are to be regarded as the sign and measure of high souls, and which, wisely directed, will accomplish much. His calling is honorable, and his labors will be felt and appreciated if he is faithful. Let him not be satisfied with his past success, nor with his present attainments. Let his motto be ever ‘onward and upward.’ Let him also be impressed with the vast importance of his office. He deals with mind. He is called to educate immortal beings. He is stamping upon their souls impressions that will endure ‘when the sun shall be blotted out and the moon and stars withdraw their shining.’”

At twelve, M. the Institute adjourned.

STATE EDUCATIONAL CONVENTION.

The Convention was called to order at a quarter past one, P. M. by President Moulder.

The minutes of the last meeting were read and approved.

New Delegates were requested to register their names.

School Apparatus.

G. W. Minns, Esq. of the San Francisco High School, exhibited a portion of Holbrook's Boston School Apparatus, and explained the manner of illustrating the elements of Mathematical Geography and Astronomy to pupils, by means of the above.

Reports of Standing Committees.

All the committees present reported progress, and at their request, further time was allowed them.

Vice-Presidents.

On motion, Mr. J. C. Pelton, of Yuba, and Mr. Bush, of Tuolumne, were added to the list of Vice-Presidents.

Unfinished Business.

The report of the Committee on Natural Sciences was taken from the table and adopted.

Mr. Anderson offered the following preamble and resolutions which were referred to a Special Committee of five, to be appointed by the Chair.

WHEREAS, We consider the standard of our profession so low as scarcely to justify us in ranking it as a profession; and, *whereas*, we deem that the tone thereof can only be elevated through the instrumentality of such organizations as this, our Convention, in the dissemination of the knowledge of the theory and practice of teaching, and the general interchange of ideas thereto pertaining; therefore, be it

Resolved, That the State Superintendent, in conjunction with four such County Superintendents as he may select, shall act as a Board for the examination of applicants for membership in the California State Institute.

2d. That said Board shall hold a session for the examination of Teachers, upon the first two days of each session of the Institute, and all applicants for membership shall be required to undergo an examination in the different studies of the Primary, Intermediate, and Grammar, School Departments, as the case may be, in which they desire to teach.

3d. That all applicants proving themselves entitled by proficiency to act as Teachers, shall be by said Board reported to this Institute in Convention assembled, and said report being approved, the Institute shall authorize the issuance to them of a diploma, stating the grade, or department, for which said applicant is qualified. Said diploma shall be signed by the President and Secretary of the Institute, and shall have the seal thereof attached.

4th. The person failing to obtain such certificate, shall not, in any case, be permitted to exercise the privilege of voting on any matter brought before said Institute for consideration, but may be permitted to take part in the discussion thereon.

5th. That the members of this Institute pledge themselves to use all honorable endeavors to prevent persons other than members thereof, from being employed as Teachers in our Public Schools.

The President subsequently named the following

Special Committee.

Mr. ANDERSON, Sacramento,	Mr. H. B. JAMES, San Francisco,
Mr. GRAHAM, Tuolumne,	Mr. MATHEWS, Yolo,
Mr. DE LONG, Amador.	

Mr. Sparrow A. Smith proposed the following in regard to the establishment of a

State Teachers' Journal.

Resolved, That a committee of three Teachers be appointed by the Chair, to take into consideration the establishment of a State Teachers' Journal, to report at an early day, with some plan of operation for the furtherance of this object.

Sparrow A. Smith, Freeman Gates, and George W. Minns, were appointed such committee.

Division of School Fund, etc.

Mr. F. Gates, of Santa Clara, offered the following resolutions, which were considered separately, and disposed of as stated below :

Resolved, That we hail with delight the advancement and development of our State School system, and hereby pledge ourselves to the establishment of an educational economy that shall rank among the first in the Union.

Adopted.

Resolved, That we look with unfeigned pride upon our Public Schools in San Francisco, regarding them as unequaled in the history of Common Schools, for the time they have been in existence, and in every way worthy of the great metropolis of the Pacific coast.

Stricken out.

Resolved, That the efforts of the accomplished and efficient Teachers, and the enactments and untiring energy of the Board of Education, have done more to elevate the standard of teaching and promote the cause of education in our State, than all other influences combined.

Stricken out.

Resolved, That we regard all appropriations to sustain the cause of Common Schools, as advancing the honor and glory of our Golden State, and a reciprocal diminution of crime, with all its blasting and desolating effects.

Adopted.

Resolved, That we regard as consummately selfish and bigoted, any and every effort to impair the unity of our School Fund, and divert the parts to the promotion of sectarian interests.

Laid on the table.

Resolved, That one of the first and noblest lessons instilled into the mind of the rising generation ought to be the love of our country, with all the fervor that can fire the soul of a steadfast, unswerving, patriot, and regard the Stars and Stripes as the ægis for our protection, and the palladium of our liberties.

Laid on the table.

Rev. Mr. Hill, of Sacramento, spoke on the resolutions, recommending caution on the part of the Convention. He indulged in some strictures on the efforts of politicians, both in our State Legislature and elsewhere, to weaken the efficiency of our Public Schools.

Amendments to School Law.

The Committee on Amendments submitted the following report:

The committee would report that they have had under consideration the resolution, recommending that—

1st. The State Board of Education be composed of a State Superintendent, with two qualified Public School Teachers, to be chosen by the State Convention of Teachers and Trustees, and two citizens, to be chosen by the Legislature; and state, in their opinion, at this time, the proposed change is inexpedient. The principal duties and responsibilities of the Board should rest with the State Superintendent. The position in which he is placed, and his whole time and attention being devoted to it, affords him ample opportunity to form a correct opinion of the practical wants and working of the Common School system, throughout the State, and although the experience and opinion of others might be of much benefit to him, still the possibility of being, at times, obliged to act in opposition to his own views, in reference to the duties of his office, may be the cause of much difficulty in the practical working of our Common School system.

2d. The age at which children shall be entitled to admission into the Public Schools be limited to the period between six and twenty-one. Recommend its adoption.

3d. County Superintendents be authorized to examine and grant certificates of qualification to Teachers; such certificates to hold good only until the first regular meeting thereafter of the Board of Examiners in the county where such certificate is given. Recommend its adoption.

4th. That the Committee upon Amendments to the School Law recommend that the law be so amended as to provide—in case a district is subdivided in the interval

between one apportionment and another—that the fund to its credit be distributed among the new districts, in proportion to the number of children between four and eighteen years of age residing in each. Without recommendation.

5th. That the Legislature be requested to empower the Board of Education to appoint agents, at the expense of the State, to address the people in various parts of the State in behalf of Public Schools, and to assist in their organization and establishment in such districts as are destitute of schools, and where the number of children renders them necessary. Without recommendation.

J. M. HAMILTON,
F. W. HATCH,
SAMUEL PAGE.

On motion, the report was taken up *seriatim*. The question presented by the first resolution was, "Who should constitute a State Board of Education?" Rev. Mr. Hill and Mr. T. J. Nevins agreed with the committee in rejecting the resolution, being in favor of concentrating the duties and powers of the Board of Education in one person. The recommendation of the committee, to indefinitely postpone, was sustained.

The second resolution was adopted, as recommended.

The third resolution offered by the committee was adopted.

The fourth resolution was amended by substituting "six and twenty-one years," for "four and eighteen years." The amendment was adopted by a vote of sixty-five against fifty. The resolution was then adopted as amended.

The fifth resolution was indefinitely postponed.

Mr. Anderson moved that the report, as amended, be referred back to the committee, with instructions to engross it anew, and in connection with the State Superintendent, bring it before our next Legislature, and endeavor to have the amendments recommended in it adopted by that body.

Uniform System of Text-Books.

Mr. B. C. Westfall, of Sonoma, introduced the following resolution :

Resolved, That the Convention deeply regret the repeal of the Act regulating Text-Books for Public Schools, and we earnestly entreat our Legislature to enact a similar law at as early a day as possible.

Laid on the table, *pro tem*.

Reports of Committees.

The Committee on Arithmetic reported as follows :

The committee to select Text-Books on Arithmetic would respectfully report, that in their opinion, the most suitable work for first lessons to primary beginners is "Emerson's First Part." It is intended to be performed orally, and without slate, or pencil. It is chiefly a pictorial, the objects and numbers of which it speaks being represented and explained by pictures. Its theory is object-teaching on paper. In intellectual and written arithmetic, a large field for selection has been furnished

in the works of Adams, Davies, Ray, Greenleaf, Thompson, Emerson, Colburn, and Robinson. All of the above have their merits, but the best of them are not without defects. A series by the same author has been preferred. Preference has also been given to authors which are most teachable, and which would not be too difficult of comprehension by the pupil. In selecting written arithmetic, particular regard has been paid to such works as have a most satisfactory analysis in connection with rules. Of written arithmetic, we have found three classes: Those deficient in analysis; those abounding in analysis and rules; and those deficient in rules. The endeavor has been to select a mean, as also an author whose analysis, and rules to correspond, are most clear, logical, and simple. This has been attended with no little difficulty, as several beside that recommended by the committee have especial merits.

In analysis, Greenleaf and Ray, though sufficient for the understanding, did not, in our opinion, present as logical a system as Davies, Thompson, Colburn, or Robinson. Colburn, in analysis, has no superior, but is deficient in rules; further, its examples are without answers. It has no key, and the Teacher must spend much time and labor in working out the examples. A key would save this; besides, it would show the shortest and clearest methods for solution. These, and other causes, would require so much attention for its use, as would, in our belief, make it unsuitable for a large proportion of Teachers, who as yet have not the advantage of continued Normal School instruction. The above reasons, therefore, would forbid its preference for "Colburn's Grammar School Arithmetic," as a text-book for pupils in the State at large. However, we would earnestly recommend it as a valuable work of reference for the Teacher.

The committee in making a selection, have laid stress upon rules as well as upon analysis. Formerly, it used to be all rules; analysis was an inferior consideration. The tendency of the present day, however, is to the other extreme, leaving rules to grow of themselves. The drift of adult minds is to principles, and from principles to deduce rules. Such, it has occurred to us very naturally, reason only to themselves, and for minds which have the same level, instead of the forming intellects of youth. The latter require principles to illustrate rules, and a knowledge of rules so as the better to retain a memory of principles. Form and sound, have too large a share in assisting memory, to be lightly discarded. A pupil who is habituated to a certain form of words and sounds, which he acquires with a rule, has a landmark which will greatly assist him in tracing back to and in recalling the analysis. Analysis is the legitimate process of tracing cause to consequence. Analysis and rules, then, should be learned in connection. In after years a remembrance of the latter will recall a remembrance of the former. Cause and effect will act and react upon and resurrect each other. "Thompson's Practical" is a very able work. In very many instances, it has two methods of analysis for the same rule. Its rules are in the simplest language, and its subjects and examples are abundantly varied and adapted to practical pursuits. Much practical and general information, illustrative of the context, is embodied in liberal foot-notes. Thompson, however, in the opinion of your committee, is frequently not so lucid, or logical, in analysis, or so concise in rules, as Robinson.

Each analysis in Robinson is followed by a concise and well-fitted rule. The mechanical and typographical style of the work is excellent. Its arrangement is progressive. The definitions are concise and clear. The subjects, and a very large number of examples, refer to practical utility, and are well adapted to the real business of active life. Answers to its examples are occasionally omitted. We would disclaim the idea that Robinson is perfect. We think it has fewer negative objections than the majority of text-books. Further, in our opinion, this work is preferable as a choice of the middle class—between an imperfect, or unsatisfactory, analysis, and one which may be lacking in rules.

For the foregoing reasons, we would recommend for arithmetic text-books, Robinson's Series, as follows: "Progressive Primary, and Progressive Intellectual" (men-

tal); "Robinson's Progressive Practical;" "Robinson's Higher," designed for High Schools and Academies; "Key for the Progressive Practical, and for the Analysis of the Miscellaneous Examples in the Progressive Intellectual" (written).

S. C. HURD, Amador,
GEO. H. PECK, San Francisco,
Committee.

The above report was accepted.

Dr. Gibbons, of the committee, made a minority report, objecting to the presentation of five text-books on arithmetic for the study of pupils; was of opinion that one book was sufficient for a Grammar School. He illustrated his views of the subject on the black-board. On motion, the discussion on the report of the committee was postponed until to-morrow's session.

ON READING, SPELLING, AND DEFINING.

The Committee on Reading, Spelling, and Defining, reported as follows:

The committee to whom was referred the arduous duty of examining text-books upon the following branches, to-wit, reading, spelling, and defining, would respectfully submit the following report.

Owing to the great importance of the above-named branches in the great field of instruction, the members of this committee have given their undivided attention to the consideration of the merits and defects of the various text-books now before the public, and by comparison and contrast they trust they have succeeded in presenting a series of books that will meet the approbation of this Convention; and where a change is recommended, it has been done on account of marked superiority of those recommended over those now in use, and against the pre-established preferences of the committee. The books now in use in our various schools are in many respects books of merit, but still fall far short of the requisites of the pupil. The committee, in presenting to this Convention the series of Readers issued by Parker and Watson, would state that, regarded as a whole, we would give our unqualified support to them in preference to all others. "The National Elementary Speller" commends itself to the attention of Teachers in these important particulars: In its systematic and progressive arrangement, in its combination of orthoepy with orthography in so clear and simple a manner as to render it impossible for a pupil using it not to become perfectly familiar with the correct pronunciation of all the words it contains. Another very commendable feature of this book, we consider, is that it marks all the silent letters, or combinations of letters, in italics, thus making it, in a great measure, a *phonetic spelling-book*. To make it completely so, all that is necessary is to remove the italicised letters. The book contains copious dictation exercises framed with the design of explaining the meaning of very many of the terms used, and the plan of the work suggesting the foundation of others by the Teacher. It is well adapted to Primary Schools and also to the lower grade of Grammar and Intermediate Schools. Sargent's small "Speller" is a work of seventy-two pages, and contains many excellencies, but contrasted with this we think it is not sufficiently progressive in its arrangement, although far superior to the old books of this department, while it can hardly be said to combine the kindred subjects of orthography and orthoepy, and does not attempt to illustrate the phonetic at all, while the "National Speller" by Parker and Watson supplies all those deficiencies. It will be seen by Teachers immediately that this little work has combined in a perfectly easy and intelligent treatise, subjects that have been heretofore regarded as incongruous.

The advanced "Speller," by the same author carries out the design with marked ability, and is designed for higher classes.

The "National Primer" is a superior work of its kind. It is, we think, well calculated to excite interest and enlist the attention of the young. It is finely illustrated by engravings of such things as fall under the observation of the child. Experience proves that the great point to be gained in the education of the young is to fasten the attention of the child and explain principles by familiar objects.

The First and Second "Readers" of this series are calculated to supply the wants of juvenile learners in an eminent degree. The system of progression that has been adopted by their authors should meet the approbation of every Teacher in the land. The gradation of lessons seems to be peculiarly adapted to the development of the young pupil's mind. The "First Reader" contains one hundred and eight pages, and the "Second Reader" two hundred and twenty-four pages.

The great and marked characteristics of superiority of this series over Sargent's, now in use in many parts of the State, commences with the "Third Reader." Its definitions of terms, its oral exercises, and its arrangement of all difficult words upon every page, with their proper pronunciations and full and complete definitions, render it superior to any heretofore presented. It contains two hundred and eighty-six pages, and in its typographical features is noted for plainness, neatness, and beauty.

The "Fourth Reader" of the "National" series is nearly the size of Sargent's "Fifth." Its division and arrangement of the principles of Elocution are concise and clear.

This work carries out the plan set forth in the "Third," as regards copious exercises in defining and spelling, with marked ability and success. It contains one hundred and eighty-nine selections from the productions of the best writers of the past, besides copious examples and exercises in the different phases of oratorical instruction, and comprises four hundred and thirty-two pages.

The "National Fifth Reader" contains six hundred pages, and as a class-book for advanced schools and students in oratory stands unrivaled. The authors have succeeded in combining in a book not too voluminous to be convenient, both a system of literature and a thorough course of instruction, there being appended to each production a short biographical sketch of the author, and such information as would serve to instill into the mind of the student a love of literature and a desire to search those exhaustless fields of literary productions. Such we deem the characteristics of the "National Fifth Reader," and we doubt not that this series of "Readers" will meet with a cordial reception by Teachers and patrons.

In regard to class-books on defining and etymology, the committee would recommend to the consideration of the Convention "Lynd's First Book of Etymology," and "Lynd's Class-Book of Etymology," as works of superior merit and worthy of trial, and well calculated to impart a critical knowledge of the English language.

The works on defining that present the greatest excellencies consist of the series issued by W. W. Smith, and entitled "Smith's Juvenile Definer," "Smith's Grammar School Speller," and "Smith's Definer's Manual," as comprehending the most thorough treatise upon the subject that the committee could obtain; also, for books of reference, in connection with the above, we would recommend Webster's or Worcester's "Academic" and "Unabridged Dictionary."

The committee would, also, recommend "Russell's Elocutionary Chart" as an invaluable assistant, although the committee would add that owing to the multiplicity of duties they have been unable to procure charts for examination.

H. A. PIERCE,

Chairman.

THOMAS C. LEONARD,

MARY D. PAGE,

HANNAH MARKS,

Committee.

The discussion on this subject was postponed.

Mr. Daken, of Calaveras, gave notice that on to-morrow he would move to reconsider the vote by which the amendment was adopted, striking out "four to eighteen," and inserting "six to twenty-one," as the ages at which children should be admitted into the Public Schools.

The President announced that a lecture would be delivered to-morrow, by Mr. Janes, before the Institute.

The Convention then adjourned to one, P. M. to-morrow.

FIFTH DAY.

STATE INSTITUTE.

FRIDAY, May 31, 1861.

The Institute was called to order at ten o'clock, A. M.

The President introduced the Instructor of the day, Mr. Henry B. Janes, who proceed to deliver the following

Address on Primary Instruction—Its Philosophy and Practice.

Mr. Janes said :

MR. PRESIDENT, LADIES, AND GENTLEMEN—

Were there to-day, in the most secluded mountain district of our State, a meeting of its Board of School Trustees for the purpose of electing a Teacher; were I to offer a resolution directing our Secretary to telegraph to them that this Convention awaited in deep anxiety the result of their deliberations, and warmly sympathized with them in the discharge of such a duty, would it be received and adopted without a call for explanations? Yet, would it not be worth our cordial indorsement?

We do not often enough stop to think that it is of importance to us in San Francisco, to our countrymen in the older States, whom the Trustees may select to train and mold the minds and hearts of that little group of children gathered in the secluded gorges of the Sierras. To-day, it may not be shown to be so, but in times when *men* are needed, *true* men, brave men, men true to the public welfare, from out that mountain recess one of that same little band shall leap, a Chieftain to defend the right, or a traitor to destroy it.

True, well-trained, rightly educated, minds, in your State Legislature, may, in a single year, advance the interests of agriculture, of commerce, mining, the mechanic arts, and education, so that your valleys shall blossom with beauty, your commerce increase, your mines pour forth their hoarded treasures, your mechanical art and science rear villages and cities, and your schools be made the well-springs of truth, virtue, and patriotism; or *one* mind, distorted in its education, perverted by bigotry, blinded by ignorance, and the full glare of a selfish ambition, may fetter them in chains that years will not suffice to loosen.

The least conspicuous individuals are often of the most importance to mankind. The ocean hides beneath a smooth surface, the reef which the little coral insect has been for ages constructing, yet that reef is not less dangerous than the bold, exposed, rock, thrown up in a moment by a convulsion of Nature.

If we would not undervalue, or misconceive, our influence, then we should look not so much to the position in which we act as to the results of our acts.

Take an illustration. Step on board that ocean steamer as, with her banners to the wind, she fires her parting gun; hundreds are on her decks about to realize the fondly cherished anticipations of weary years; linked to distant homes by chains that seem almost ready to break by their very length. Far away in the distant hills of "Fader Land" the old people await the return of that youth whom you see seated on the forward deck; years ago, with manhood's courage he left his native hills for the golden land of the west; he has written home that he is coming back, and their parental hearts swell with joy at his coming. By the cabin door sits a young mother bending over her infant child to hide the tears that are struggling through smiles as she welcomes the moment of starting for her old home amid the fertile stone-patches of New England. Nightly, there, for years of her absence, have arisen prayers for the coming of this happy day of her return. "Sister is coming!" rings through the house; and the little boy who has so often sent her that message of love and beauty, "Tell her I kiss her good night in my heart," now shouts his joyous anticipations of her welcome.

There is another on that deck; stalwart, rough; a face deep marked with care; a rude exterior; tall and firm he stands, unheeding and unheeded. The same bright images of his wife and child that have so often blessed his dreams in his solitary cabin in the mines, now rise more freshly bright and joyous as he finds himself ticketed for a berth, and actually on the steamer homeward bound.

The heavy beam rises slowly, wearily, at first, as if afraid to test its own strength; quicker and quicker it moves, until the noble ship has waked to life, and lightly "walks the waves" on its ocean course.

But now let us descend to the hold. There, begrimed with dust, sits one who bears no mark of importance, one whom the struggling hearts above have not once thought of as connected with *their* bright hopes, or the realization of *their* life dreams of happiness. He is humble in occupation, plain in appearance and dress, and he is alone; but *he guards the safety-valve!* Let him but for one moment forget his duty, and the ocean would claim hundreds for its victims, while in the distant homes we have pictured, joys would be turned to sorrow, while imprecations and curses on his head would mingle with mourning for their loved ones dead.

Is it not then true that to correctly value our influence we must look to its results?

Nowhere are these thoughts more properly applicable than to the influences and results of Primary School instruction. Humble and alone in the quiet school-room the Teacher pursues his daily task, but what is that task? To mold the elements of society. To form principles. To develop character. The seemingly harmless, powerless, minds, now in his training, are to be the social powers of future years.

Human tranquility, peace, and progress, are to be theirs to guard, or theirs to destroy. Let him, then, prove recreant to his trust, and the world will suffer. Far away, in some quiet retreat of virtue and peace, the mind he has neglected will show itself a leader in vice, or a traitor to the liberties of men.

It will be my present purpose to consider primary instruction in relation to its philosophy and practice. An absence of near fifteen years from the practical duties of Teacher, will render it necessary for me to attempt to place before you only the results of my reading and reflections confirmed by their limited application at intervals in the school-room.

Time will not permit me to dwell on the importance of the Primary School in the great work of education. We are all ready to admit it as a general fact, but not as accustomed to ask ourselves *why* it is so. It is one of the most encouraging signs of the times that the public mind and the thoughts of eminent Educators are earnestly directed to this class of schools.

Here, most emphatically, is carried on "the training and leading forth of each faculty of the mind, the development of the whole mind and character of the child."

"It is next to an impossibility to supply in after years the omissions, or correct the errors, of early culture." Habits become so fixed, the mental vigor so weak-

ened, that it is difficult to eradicate the one, or restore the other. The Hon. Mr. Bateman, State Superintendent of Illinois, says on this subject: "At no point in the whole course of study are the results of incomplete teaching so disastrous as at the commencement. At the subsequent stages of education the mind, emerging from the state of implicit trust in the mere dicta of the Master, begins to assert itself, to sift what it receives, and find corrections when they are needed; but at the beginning the mind takes the impress with unquestioning faith, exact as the print of the seal upon the wax."

Are there, then, any fundamental principles to guide us in determining the true modes of teaching in primary education? There are, beyond a doubt.

STUDY CHILDREN'S MINDS, AND FOLLOW THE NATURAL ORDER OF THEIR DEVELOPMENT.

If we desire to know of birds, we go with Audubon to the woods and fields, and there in quiet sequestration observe their natural habits and learn their native instincts. If nature furnishes a guide to us regarding these, how much more is it true of the child. Let us, then, go into a family circle and see that "active, restless, form, pulled and hauled about, legs and shoulders, by roistering companions, rolling on the uncarpeted floor, racing the stairway, yard, or garden, full of motion and life."

Free as a prairie warbler he roams about his home from morning to night, until his day's work of mischief done, the active mind (which a father's chiding, or a mother's expostulation, has failed to conquer) sinks beneath the weight of sleep, recruiting for another day of mischief. He imitates, he experiments, he investigates, anything that comes in his way, apparently with no other object than to determine whether everything within his reach couldn't be some other way than as it is. Parents are puzzled with his inquiries into the mysteries of soap-bubbles, kite-flying, and a thousand phenomena around him. He jumps into the bread-tray in a sly moment, and starts on his imaginary voyage to sea, not forgetting the regular puff of the steam, the shrill whistle of alarm, or the motion of the paddles. Things that have long since been forgotten by his parents, suddenly loom up in his mind, and the brightness which flashes from his eyes tells how keenly his mental appetite enjoys the answers to the rivulet of questions that come rollicking through his lips. Who of us does not know some such chubby-faced odd bundle of faculties, whose most interesting employment seems to be to worry his Teacher and every body around him, by constant demands for the why and the wherefore of everything he sees? That mind is ever active; but, notice, it deals *only with existing things*. "It soon learns the names, properties, and uses, of all there is in the house, and longs to be out-of-doors," to continue its investigations there.

It is, then, just such fun-loving, mischief-making, inquisitive, children, as we have seen in this family circle, that are to be transferred from the home school to the Common School. *How* to transplant them, and at the same time continue unimpaired in the new soil, their healthy, vigorous, growth, is the problem, upon a correct solution of which mainly depends the success of any system of education, but especially that of our Common, or Graded, Schools, for if we render education repulsive to the primary scholar, he is either entirely unfitted for success in the more advanced classes, or his progress will be greatly retarded.

In transplanting trees, horticulturists are careful to retain unbroken the more delicate fibers of the roots; they strive to carry with these as much of the *parent soil*, as can be made to adhere to them; thus they secure a healthy growth.

So of our children. Rudely disrupt the tender fibers of their minds, force off the accustomed surroundings of affection, amusement, and freedom, and they soon wither and droop. Listless languor takes the place of sprightly activity; fear supplants the incentive of pleasurable interest. The boys and girls of the home school, are and should be the boys and girls of the Common School; the laws of their growth fixed in the former should not be overlooked, or violated, in the latter.

The inquisitiveness of childhood is but a miniature of the reasoning of the adult. Thousands have heard from their little ones the question, "What makes the cover of the tea-kettle bob up and down so?" That trivial inquiry (prosecuted by the mature reasoning of manhood) led to the application of steam as a motive power throughout the world. At first it was but the feeble effort of the fledgling to use his wings, yet they were the same wings that afterwards developed in strength, bore him victorious over the elements in his loftiest flights.

To the extent that children acquire knowledge altogether in the concrete, it is similar in kind and in the manner of its acquisition to that acquired by adults. They reason, imitate, and experiment. Children are scholars always. Their mental faculties are naturally developed by processes suitable to their age and strength. They learn, too, mostly from objects that meet their eyes, or can be touched by their hands. Their mental growth mainly depends upon *Object-Teaching*. Like men and women, too, they remember most faithfully that in which they are the most interested.

There is no doubt that the *minds* of school children often wander out to play marbles, spin tops, and toss grace-hoops, in the yard at home, while their listless ears and wearied eyes, in the school-room, are suffering inflictions as monotonous in sound as they are dull and unattractive in color. And it is not for us of riper years to blame them for doing this. We did the very same thing; and if your school-house was one of those old, cheerless, cabins, where you were sitting upon no-backed benches, your feet dangling in the air, under strict orders to sit still and study your lesson on pain of the birch; when going to school was correctly defined "sitting all day on a bench and saying 'a—b,'" you will be forced to admit that your own errors in this respect far outnumber those of your little ones whose school hours (thanks to modern science) are enlivened by song, and are ever varying in interest. •

Such are the children whom we are to accompany to the door of the school-room.

Kind Teachers, as we commit these little ones to your care, remember that they come to *continue* a mental training begun in Nature's School, *not to begin it anew*.

See how they enter proudly elated with their new position, curious to penetrate the mysteries of the new life they are about to begin, yet reluctant to leave the bright world behind them. As they tremblingly, for the first time, hear their names called by a Teacher, dispel their fears, let them feel that they come for pleasure, not for a task. Instead of riveting the first fetters upon their restive limbs, by those stern words, "Take your seat and sit still till I call you," talk with them then about home things, point them to the open door, send them out where the singing-birds, the fresh air, and spacious play-ground, invite them, enjoining them to return and tell you all about their play. Let them see that their books are only records of their childish thoughts and amusements, that they tell of the pets and familiar objects of their homes.

There are other forms than those of letters, other facts, for the school-room, than that "a—b spells ab," other learnings than those within the lids of the new Primer. It may be more expeditious to cram them with the mysterious shapes which form the alphabet, to scold them well for not remembering that A is just like a harrow, or B just like an ox-yoke. But, discover to them that their Primers contain only pictures of objects with which they are already familiar in their homes, in the fields, or on the common, things they *already knew of*, listening meanwhile to their simple narration of what they do know about them, and you have established a connection between their homes and their school that will imbue them with strength and courage from the very revelation it makes that they have some knowledge already acquired.

Nothing so much discourages children as the idea that they are entering, in their primary studies, upon things of which they have no knowledge, a land of fogs and obscurities.

Holbrook justly says: "The great and crying evil of teaching is that *book* knowledge is kept isolated from *real* knowledge, and the evil generally begins with the first lessons of the child, and ends with the last lesson upon the collegiate graduate. Thus, no pains should be spared to *connect the words of the books with the ideas of existing things.*"

The education of children in the school-room should be both mental and physical. The two cannot properly be separated in the Primary School, they should be generally blended and ever co-existent. The songs of our schools, blending motion and instructive facts, are fast establishing the desired medium between the rollicksome freedom of home, and the unnatural restraint of school discipline.

A child of the age of which we speak should not be snubbed of his childish freaks (the natural ebullition of his pent-up spirit). Nature has filled him with elastic springs, and if you attempt to force them to inaction, nature rebels—

"And yet we check and chide
The airy angels as they float about us
With rules of so-called wisdom till they grow
The same tame slaves to custom and the world."

Allow them then, full freedom in their motion, to skip, to march, to imitate the motions of the mechanical trades, the carpenter, the sawyer, mason, wood-cutter, and shoe-maker. Let them reap, thresh, and mow, throw in such exercises and songs for a change, if but for a moment. It seems at first thought but a slight effort for a child of tender years to confine his attention for a few minutes to the page of a book, and trace their letters there and their connection in words. But what powers are called into action while he does so? "The eye," says an eminent writer on this point, "must be fixed to follow the form of the letters while the mind is endeavoring to grasp the words in their connection in the sentence. This effort is oppressive to the nerves of vision and by exhausting them renders the mind powerless for thought." Children are thus sometimes accused of listlessness when they are simply exhausted.

Government has much to do with right physical education. The first thing necessary to success is to secure the good will of the child. Let smiles always stand sentinels at your school-room door! The Public School Teacher, too, ought to remember that pupils there are from all classes of society, the poor and rich, the proud and humble, the prosperous and unfortunate. It is one of the most beautiful features of the system, and I am proud to say, from my experience, that it is a most successful defacer of false notions of caste. The modest, unobtrusive, daughter of poverty is as often crowned the chosen Queen of the May-Day Festival, by the voice of her schoolmates, as the child of fortune and of luxury. But, while it is an interesting feature of the system, it imposes a delicate duty upon the Teacher. The eye of the child is quick to detect injustice, or partiality, and it should not be forgotten that the claims of all are equal, not only to your teaching, but to your love. The little rosy-cheeked child, whose patched garments speak of want and sorrow, at home, chants as merrily as his fellows the song of love your voice has taught him, and in the casket of that heart your image is as brightly set as if its throbbings were concealed beneath the purple of royalty.

A very good general rule of government is, to be blind to half you see of mischief, or disobedience, and make your pupils forget the other half intended, by keeping them employed. The most perfect master of a child's love of mischief is his curiosity. It is related of a celebrated English Primary School Teacher that upon one occasion his school became so disorderly that it seemed about to get beyond his control; his wife was standing near, and seizing her cap from her head, he whirled it round and round singing "Hey-diddle diddle, the cat's in the fiddle," upon a high key, gradually, lowering the tone, as one after another the children joined in the song, until in a quiet, subdued, manner, the attention of the whole school was fixed, rebellion crushed, and order restored.

Would that the cap our Goddess of Liberty wears might be as effectually used in quelling the rebellious spirits of American children of a larger growth !

Such conquests should not be looked upon as permanent, variety in discipline, as in study, is necessary to a child. In every thing said to the child, aim to leave his mind free from perplexity, or doubt, otherwise you will find him sometimes unraveling the mystery in a way you least expected, and that you would gladly have avoided. I recollect a very amusing anecdote of a little three-year boy, which may recall to your minds others of a similar character, and save me the necessity of dwelling longer upon such oddities of childhood : A colored barber was sent for to shave his uncle who was sick. Jimmy had a natural dislike to colored people and a very saucy habit of calling them niggers. Apprehending some annoyance to the negroe if Jimmy met him, the boy's mother took him aside and said to him, "Jimmy, there is a colored gentleman coming to shave Uncle William to-day, and you may go and see him if you will not call him a nigger, for he is not, he is a *colored gentleman*. Now, you won't call him a nigger, will you ?" "No, ma'am," promptly replied Jimmy. This quieted his mother's fears. In the course of the morning the barber came. Jimmy watched him very closely, and seemed evidently to be in a brown study ; at length, going up quite near to him, he gave one scrutinizing glance and said, "Look here, you ain't a nigger, are you ? You are a colored gentleman, but you *look like a nigger prethithely*." This was too much for the barber, who good-naturedly enjoyed the joke as much as his mother.

The natural order of mental education is, perceiving, thinking, speaking, reading, writing ; and by following this order which we have already considered as it appears in the Home School, we shall best succeed in the Day School. The child first perceives objects as to form, color, taste, etc. ; he next perceives their relations to other objects, or the dependent relations of their parts ; next he perceives their actions, motions, uses. These facts acquired, he begins to think about them, to create new relations of parts, or new forms of action. But any abstract perception has its immediate connection with the real object established at once, his knowledge of things is always linked with the thing itself. It is a living, acting, idea, not a dead, abstract, form. Now, to such a child you want to teach the alphabet ; let me suggest a method. Some morning a little girl brings a rose for her Teacher, or any objects are brought by the children which you have previously requested them to bring. (This is an excellent method of interesting children in the school, it links home and school so intimately, and the child will take so much greater interest in that which it owns.)

The morning greetings over, the opening song of praise to God ended, you take the rose from the vase—

"See, children, what Mary has brought me. What is it ?"

"A rose," answer the class.

"Mary," you continue, "tell me where you got it."

"In my garden, ma'am."

"Who else of you have roses in their gardens ? Raise your hands. Well James," you say (singling out some little boy who needs encouragement and confidence),

"what kind of roses have you ?"

"White roses, ma'am."

"Well, children, I will now show you a *picture* of a rose ; here it is. Now I will show you the *word* rose," (writing, or printing, it upon the black-board, under the picture.) The word is examined, analysed, talked about ; the *sounds* of its letters learned, not their names.

If the child can remember the *picture* rose, why not the *word* rose ? He does not analyse one more than the other. He does not count, nor think of, the leaves in the picture, he apprehends it as a whole. So of the word, and he will remember the word as associated with the real thing itself, as he does the picture.

The Teacher proceeds : "What did this grow upon ?"

"A stem," or, "a bush," is the answer. (This word, too, is written down.)

"Where did it grow?"

"In the garden."

"What color is it?"

"Red."

Thus continuing until several words are written to be learned at sight, and then the lesson is left to be resumed another hour."

The mere naming of the letters after the child is familiar with the sight of words, is no more difficult than it would be for him to learn the names of the parts of his wagon after he knows their uses.

There is scarcely any limit to the objects that can be used in this way, the more commonplace they are to the child, the stronger are the associations and easier their remembrance; some of the simplest will evolve principles of social and moral culture as facts, not theories. Take, for example, a piece of bread—

"How many children here had bread for breakfast to-day?"

All hands will rise.

"Where did you get it?"

"Mother gave it to me."

"Where did your mother get it?"

"At the baker's."

"Where did the baker get it?"

"At the miller's."

"Did the baker get the bread at the miller's?"

"No, ma'am, he got the flour and made the bread."

"Where did the miller get it?"

"He ground it."

"Ground what, the flour?"

"No, ma'am, he ground the wheat."

"Where did he get the wheat?"

"He bought it of the farmer."

"Where did the farmer get it?"

"He got it on his farm;" or, "He raised it."

"How did he raise it?"

"He sowed some wheat, and it grew."

"What is the wheat called that was sown?"

"Seed."

"What became of the seed after it was sown?"

"It grew and became wheat."

"When it had grown, what did the farmer do with it?" And so on, until the chain of facts is complete, back to the piece of bread that the child had for breakfast.

Such exercises are varied, of course, to suit the capacity of the children. For more advanced scholars the philosophy of the facts would properly be investigated, and the moral deductions of Divine agency and goodness in thus fitting the earth for the production of such grain, would necessarily attract notice. Is there not a view of dependence and obligation to his fellow men established here that will lead to a proper estimate of the rights of others? Each person employed in the production of that piece of bread is necessary to the child. Do we often think of this? Is it not a valuable fact for the child's moral nature?

While care should be taken to present but one idea at a time, and to require the perfect mastery of each before it is left, there should also be (as there necessarily will be) a variety of subjects presented; fifteen, or twenty, minutes at a time is the length of such as an exercise, as fixed by the best authorities. In such a lesson, the smallest exertion will serve to detect and bring up the naturally, or habitually, passive, or idle, members of the class. Have you not any classes where month after month some little boys and girls have sat, silent spectators, until, from habit, you have come to expect nothing from them? If so, when the enthusiasm of the

class is at its height, and they are vying with each other to catch the Teacher's eye with outstretched hands, (a signal of their desire to answer,) turn to such a little listless scholar in some such language as this: "Now, Tommy, can you tell me?" Tommy wakes up and looks around him, astonished that any thing is expected of him. "No, no, children," proceeds the Teacher, as each one still pushes forward his hand to answer, "you keep still, and let Tommy answer; he knows it; now listen; hear what he says," and soon, more to his astonishment than yours, Tommy breaks silence, and at once elated by his self-conquest, becomes an active thinker. *He has gained a victory* and is affected by it, just as you, or I, would be after a hard struggle. Henceforth, you not only have a warm friend, but a bright scholar in Tommy. A few words of encouragement, as, "that's right," "that's pretty near it," "that's a very good answer," "well done, indeed," encourages the immediate recipients of them, and enlists the interest of all. Skipping about from one to another in this manner, will keep the interest and attention of the class.

Is there a little nest of urchins in yonder corner, restless, playful, and inattentive, during recitation? Select out the ringleader and let fly at him a question; you will kill two birds with one stone; you will break up their play, and improve the scholars in their habits of attention.

Speaking lessons comprise "the utterance of words and the full development of the vocal organs so far as is necessary for the distinct and clear articulation of sounds." They should be among the first exercises of the lowest classes in the Primary, and carefully preserved through all the difficult words of the text of the Reading Books.

"By such early lessons, improper and unpleasant drawling will be avoided. The rising and falling inflections can be much aided by a motion of the fingers upward and downward to guide the voice."

A little watchfulness, and the invariable habit of correcting improper pronunciation and ungrammatical expressions upon all occasions, during school hours, will prevent a multitude of errors and much labor in later years.

But the next step in the process is Reading, or, as I term it, *talking from a book*. Next to the proper use of words, is the expression of sentiment and feeling, to make a good reader. Now, in all the questions we have just been putting to the class, there has been found no difficulty at all in the correct emphasis, accent, or expression, and just so long as you asked, and the child answered, questions, there would be none. You say to the child, "George, Tommy says you struck him." Instantly George pleads not guilty in language like this: "Oh! Teacher, I didn't; upon my word I didn't strike Tommy; it was John did it." Not a hesitation in speaking, emphasis, or expression; yet, give him the same language to articulate from a book, and how many errors would he commit?

How, then, shall we best secure these good qualities, when he does commence to talk from a book? I answer, continue your questions. Let the book contain questions and answers, the former for you to read, the latter for the scholar to read, or *vice versa*. Every answer read in reply to you will have few such defects as we have named. Children seldom fail to answer a question with proper expression and inflection. Is this a natural indication to be followed? Try it, if you never have, and see how soon the least poetical and dullest of your school will read well. That is one thing our Primary Readers do not contain enough of, or, rather don't contain any thing of. If I had my way about Readers, I would commence the Primer with straight lines and angles, and with cards to correspond, for use upon the wall, and gradually introduce and form letters by continuations of the elementary lines. I would not have those twenty-six stiff, uniformed, characters on the first page, or first twenty pages, of the book. And Reader Number Two should be filled with simple dialogues to be read by Teacher and scholar, and everywhere, on every page of both Primer and Reader I would have questions full and ample to draw out the explanation of each step to be taken by the scholar, and at the top of every page

I'd print, so plainly that the nearest-sighted Teacher could read it: "Connect the words of this book with the ideas of existing things."

"The crowning beauty of good reading consists in a clear, firm, distinct, articulation, with tones and expression simple and natural," and is one of the rarest, as it is one of the most valuable, attainments. Explanation of words is constantly required and should precede every reading lesson. No word should ever be read without being understood. Somebody has suggested in more advanced primary classes that the individual scholar should be required to call the words of a sentence, and then the class, in concert, should pronounce them, and so on through the lesson.

Mr. Everett, the celebrated Statesman and Orator, once said: "If his daughter could have but one of two things, a habit of correct reading, or grace in playing the piano-forte, he would much prefer that she should read and speak, correctly and gracefully, the English language, than to have her an accomplished singer and performer on the piano-forte."

Another says: "The first drill of the sense of hearing should consist in exercises upon the elementary sources of the language—the letters themselves—and a systematic training of the vocal organs. This process should begin with the *lowest* class of the Primary School, and be continued, if necessary, through the highest class of the High Schools; it should be applied to each letter, and again and again, day by day, week after week, and month after month, with ceaseless vigilance and tireless patience till the ear can instantly detect and the vocal organ utter with precision, any and all the sounds of our grand old Saxon tongue."

"It is far easier," says the same writer, "to-day to find a good performer of instrumental music, than it is to find a good reader."

Next, in the order we have stated, comes Writing.

For the lower classes of a Primary School, the elementary exercises will have inducted them much into the forms of letters, script and printed, and I think little else should be attempted—at least not in the way of writing any connected sentence, hardly a word—until the arm and hand are fully disciplined in simple lines, curves, and angles. These combined, in the most primitive manner form letters, as **THE BOOK**; and such formations are evidently natural and proper in teaching letters.

The graded exercises of Philbrick's charts contain all that is necessary for simple linear drawing, but, perhaps, would be improved, if I may make the suggestion, by continuing through another chart the curve movement, which is the last upon his present series, combining with it a greater number of the elementary writing movements and forms. The most pernicious habit in teaching this branch, according to my observation, is the total absence of explanation before proceeding with the lesson. In writing and drawing, of which the simple straight line is the first element, minute explanations should precede every effort of the scholar. A line is measured space, and there are days of discipline in it. An excellent plan, in use in the German Schools, in simple combinations of straight lines, is to mark time for the scholars, thus: "one—two; one—two;" the scholars moving their pens up and down in the air without touching the paper, and then, afterwards, the same motions upon the paper. Writing and drawing are mutually dependent, and should be taught together; but no mark, or stroke, should be made until all its proportions, and properties, and mode of construction, are fully explained on the black-board.

In the German schools the Teacher first draws, for example, a house, then writes under it the word house, and prints the same in the script, and runs over the form of the letters with a pointer, the children tracing the motions in the air. The children then form the sounds of the letters, they then draw the house, a mere outline, the Teacher in like manner going over it with the rod, and the children imitating it in the air; the Teacher then converses about houses.

One direction in writing is worthy of mention, as from its simplicity it is a valu-

able substitute for the more complicated directions usually given. That is, hold the hand so as to feel the paper with the ends of the third and fourth fingers. This simple rule regulates the position of the pen and the slant of the letters.

Geography, for the Primary, must necessarily be oral, or should be by topics. It should, for the lower classes, be limited to *earth facts*. There are different opinions and modes adopted, but Professor Bache, a writer of eminence and of great research in the European schools, gives the following :

"The Teacher drew first, from the pupil's knowledge of the different objects, or bodies, a definition of the term 'body;' then led them to define 'extension,' 'dimension,' etc. and thus furnished them ideas of space. Sunrise and sunset were used to establish the position of the cardinal points. He then commenced with a map of the city they were in, gave an account of its localities and history, then, widening into circles, the natural and political features of the surrounding district were described, always giving the real directions of places, etc."

Of this he says :

"I have carefully compared other methods with this and give this method greatly the preference over others as not only teaching geography and connecting history with it, but enlarging the general intelligence while it improves the memory."

In the upper classes the pupils use outline maps and draw maps upon the board. To vary the recitation, one pupil indicates the location of a place and another gives the name of it, and the reverse. In the lower primary classes the natural method of learning geography seems to be by the relation of things, of objects to locality, and this affords the cue to elementary instruction in this branch.

There are few children who can not tell you the country where the oranges, bananas, and other fruits, common in our fruit-stands, are produced; and any child will listen with attention and interest while you tell him all about the country where his oranges grew, or where his pet parrot, or monkey, was caught.

Teach geography to primary children, then, by topics, productions, animals, manufactures. A boy's jack-knife is a preface to the geography of England, if it is stamped "Rogers & Sons, Sheffield." Its location, its manufactures, its coal-mines, its rivers, are all directly connected with that one object, that probably never gave the boy a thought beyond its condition for whittling.

Accompanied by the use of a globe and Tellurium, how admirably would the mind of even a very young child be thus prepared for mapping off these countries in outline map-drawing.

My own impression, for a long time, has been that we have no proper, or full, system of elementary geographical instruction yet published. The child is told that the earth is round, often without any access to a globe, or illustration by a spherical body, and is immediately referred for further knowledge to a plane-surface, a flat country. This precisely corresponds with his every-day observation of the earth itself. He walks upon a plane-surface, bounded by a circle, as it seems to him, and yet this idea of the earth's rotundity is left for his feeble faith to reconcile with the contradictory evidence of his senses, unaided. Now, if the child is to have any idea at all of the earth's shape, it should be a truthful one, and inasmuch as the truth contradicts his perceptions by sight, by so much the more should the aids be increased to relieve his perplexity.

Suppose we start in instruction in map-drawing with this chart on which are outlined the simplest forms, lines, angles, curves, etc. and when these can be drawn, proceed with the outline of an island, a cape, a river, a mountain, etc. Oral instruction having previously been given, in topics referring to various countries, and their forms *upon the globe* having been made familiar, the pupil is ready to sketch those forms as he has apprehended them, upon a spherical surface, a pumpkin, if nothing better is at hand. (The preparation called "liquid slate," which can be used upon any cloth, or smooth surface, spread on with a brush, forms an excellent surface for the talc pencil.)

This outline-mapping should follow, somewhat, the natural observation of the child

—first, the general form of the coast; next, the same form filled in with the larger rivers and mountains; next, the general political divisions, the names of the different points being learned with each progressive step; and so on in regular and general progression, until the whole is complete. At first sight, a *complete* map confuses the child by its multiplicity of rivers, mountains, political divisions, towns, railroads, etc. etc. and the idea of being able to draw *that*, seems utterly impossible to him. But take, for example, the map of North America, as we have indicated, and when the outline of coast is to be drawn, cover up three-quarters of the map, leaving only one-fourth to be seen and studied; when this is mastered, exposing another fourth, and so on to its completion. Each of these tasks is but little more than the drawing of a single island, or mountain, which the child has already learned.

Thus, confusion of facts in the child's mind is avoided. Every geographical locality and division is learned systematically, and a knowledge of this branch acquired, that cannot be forgotten because it is progressive and simple.

I would respectfully submit whether such a course is not better than to use the plane-surface of a slate, or black-board, with the complete maps now in use.

Arithmetic, in the Primary School, is necessarily limited to the simple elements, counting, adding, and dividing. This, too, is best accomplished by the use of common things, brought by the scholars themselves, such as marbles, kernels of corn, buttons. These objects and similar ones would serve well to occupy the time of the children while not reciting to the Teacher. The fact of a result is all that such minds will grasp at first, as they mature they can reason how it is produced. The Numeral Frame, or Abacus, is of great utility in this branch.

Grammar, in the Primary School, has already been spoken of as a thinking lesson. Sentence-building, the construction of sentences with reference to the meaning only, not in the least to grammatical terms, will familiarize the scholar with the use of language, which is the great province of education.

Among the *General Exercises*, a very interesting and profitable one is that of suggesting some topic and allowing free conversation and questions about it by the scholars. It will astonish those who have not tried it, to find how the questions of very small children about common things will sometimes puzzle them.

The Teacher will often in these exercises realize the force of the reply made by the old negro to Chief Justice Marshal. The distinguished Chief Justice of the United States Supreme Court was traveling and had broken the shaft of his carriage; utterly at a loss what to do, he called a negro slave, near by, to aid him. The negro came, and with his hatchet cut a piece of wood and splintered it, and bound up the broken shaft, the Judge meantime looking on with singular interest. When the job was completed, said he, "Well now, Ned, tell me why was it I didn't think of that?" "Oh! Massa Marshal," said Ned, "I'll tell you the reason. You know some folks have a heap more sense than others."

So you will find sometimes, when you open that storehouse of oddities—a child's mind—that children have more sense on some subjects than adults. But it is an excellent exercise, and properly conducted not only benefits the children but spreads the contagion for investigation through the whole district, for children going home from such exercises will question their parents and set them to thinking. In Spelling, the system of word-building seems the most nearly based upon the natural order of learning. A spelling stick, a light frame, with a cross piece, (grooved to receive blocks with letters upon them,) is placed before the class and a letter inserted, as thus: A—then N prefixed, then M following it, and E after that, the sound of each block and combination being called for as it is placed. Topic lessons in spelling, too, are important. Why should the memory of a child be loaded with such heavy abstractions as in-com-pat-i-bil-i-ty—com-mu-ni-ca-tion, when it has not learned to spell the name of a single bone in its body, or article of food it eats, or clothes it wears. Spell through the table then—spell things up stairs and down stairs—out of doors and in doors—all things of common use and observation

Every child has use for such knowledge. Slates, for elementary drawing and alphabetical blocks, afford pleasant recreation for the little ones when not immediately engaged with the Teacher. Any of the oldest girls, or boys, can profitably direct their use.

Thus I have followed up, in its natural order, this department of education. I have spoken chiefly of the children of tender years, but experience will prove that the principles here discussed will, in more explicit development, apply with success to older classes. Some of the views here hinted at, you will find elaborated in the "Papers for Teachers," second series, a work recently published by Hon. Mr. Barnard, and one that furnish to Teachers of any grade a large amount of very valuable practical information.

Such a course of teaching is not alone due to the child, it is the legitimate object and purpose of our Common School system. It is confidently claimed as the result of a classical course of study, a collegiate education—that it disciplines and strengthens the mind, so as to fit it to grasp any subject. Now it is true that the mass of children, in this day, are educated in our Common Schools, and cannot study the Classics. If, then, we cannot so adapt our course of study and modes of teaching as to secure this development of the mental powers, especially those of thinking and reasoning, fitting our children for the practical duties of American citizenship, or American society, then they can get it no where. The Common School is truly called the "People's College," and just in proportion as we fail to discipline the reasoning powers, to develop the power of thinking, and thus impart mental strength, just so much do we detract from the advantages of our schools—the birthright of our children. The great secret of the triumphs of American mind, or Yankee enterprise, as other nations term it, is its quick perception and reasoning power. Now, let me ask, is not such a training as we have discussed the only true mode of securing this end? Is it not the only way to develop and establish such a mental power? It is the practical want of our lives in the circumstances which surround us, and if it is the true mode, how important that it should begin in the Primary School, and be followed up in logical order to manhood.

Our American educators are waking up to this fact. Prussia and European countries, have long since adopted this natural order of development as the basis of their system of instruction. They know, as has been truly said, "That it requires the clearest insight into the laws of mental life and action, and the springs of feeling; the broadest views of the philosophy of education considered both as a science and an art; and, the rarest combination of personal qualities, intellectual, moral, and social, that can well be conceived." Such are the sentiments of Barnard, of the lamented Mann, of Stowe, Philbrick, and others, of equal eminence in our own country, and of all the eminent writers of Europe upon the subject of education. Yet hardly any gentleman who has been connected with schools as Trustee, or Superintendent, will not be able from his own experience to substantiate my remark—that it is a common thing for the friends of parties who desire positions in our schools, to apply for them in the Primary Department, because the applicant is young and inexperienced, and cannot undertake any other. The main question in estimating the fitness of Teachers for the charge of a Primary School should be, "Have they a high degree of teaching power." The best scholarship is often connected with the poorest tact in teaching.

In Prussia, Scotland, and Saxony, the power of retaining and holding the attention of a class is held to be a *sine qua non* in a Teacher's qualifications. The use of such modes of teaching in a mixed school, is not so completely practicable as in graded schools. But by a little management in calling in the aid of monitors, or older scholars, of the class, they may be successful in the former.

But I have detained the Convention already too long.

It is no idle assertion that upon the Teachers in this State has devolved a public duty, more difficult and more delicate than has yet been performed in our favored land. We have, here, elements to blend, a social amalgamation to perform, that

has not existed elsewhere, in any of the colonies of early times in this country, or any State of recent date in our Union. The Pagan and the Christian, the differing opinions of representative men from all parts of the world, are to be blended to form a harmonious, peaceful, order-loving, community. During our day, at least, the children will represent the prejudices and opinions of their parents; hence, in teaching, we are to act directly upon these elements.

Here, too, is not an unimportant outpost of civilization, that can be guarded by the mechanically drilled soldier. The race of Californians, whom you are preparing for the field of action, are not to be, they cannot be, passive, or inactive. The circumstances of their location will force them into action, should they be ever so much disinclined to duty. Training such a people, molding such society, is pre-eminently your duty, Teachers of California.

In a valley in New England there is a small mountain; its summit inviting man to the enjoyment of scenery which, for its quiet beauty, in our country, at least, finds no rival. Almost encircling its base, a mere silvery band, winds the Indian Quon ah-ta-cut; beyond its nether bank is expanded, almost to the limit of vision, the alluvial plain, fertilized by its annual deposits, while in sight, twenty villages, with their glittering spires, are partly concealed in groves of native oak. This valley is cultivated in one vast field, unobstructed by fences except at the village gates, and when the crops, in great variety, extending each in narrow strips, far back from the river, become vari-colored in their different stages of maturity, the scene is one of the most beautiful that can be presented to the eye. Industry, affluence, religion, and knowledge, seem to have clustered around that mountain, till the very air is filled with peace and joy.

What made Mount Holyoke thus bright, and all around so beautiful and lovely in its culture and adornings? How came the band of industry to spread so bright a carpet over this lovely valley? Descend the mountain and pass through those villages, you'll hear the answer from every grove as the merry school-boy rings his shouts of joy. *The Free Public School is there!* It has tilled those fields, spread out those gardens, reared those spires of hope, filled those groves with homes of contentment, intelligence, and love. What others have done there, you are to do in California. Twelve years have not past, yet there are springing up the evidences that the power wielded alone by free education has established its empire here. The energy, enterprise, and activity, of the valley of the Connecticut has been already transplanted to our soil, and the day is not far distant when, from Monte Diablo, we shall see our valleys like those of New England, thickly dotted with free Common Schools and higher institutions of learning. Who that can add one to the number of these will not be worthier of a crown than the titled monarch, whose might has won kingdoms for him? God speed the day and richly reward those of you who thus unostentatiously, as Teachers, fight the battles of truth and freedom.

At twelve o'clock, M. the Institute adjourned.

STATE EDUCATIONAL CONVENTION.

The Convention met at one, P. M.; President Moulder in the chair.

The minutes were read and adopted.

The names of new Delegates were registered.

Reports of Committees.

WRITING AND DRAWING.

The Committee on Writing and Drawing, report as follows:

Your committee appointed to examine and recommend a system of Penmanship and Drawing, would respectfully report :

That we have examined a number of different systems, all of which we find characterized by peculiar excellencies, and differing very widely from one another. Yet none of these combine so many of the principles of penmanship and drawing so requisite as that which was by its author explained to this Convention. As our reasons for recommending this work, we simply refer the members of this Convention to said lecture. We have carefully compared what was said by its author with the other systems, and take pleasure in indorsing all that was said in regard thereto. We would also state in this connection that the System of Penmanship of Mr. Burgess has been selected by the Board of Education of San Francisco, as shown in the following report of their Committee on Text-Books, viz :

“ THE BURGESS SYSTEM.

Your Committee on Text-Books beg leave to report :

That they have examined the System of Penmanship presented by Hubert Burgess, Esq. and approve of the same. The simplicity of the system, the progressive steps contemplated in the series of copies, the especial directions for each copy, the maxims, all relating to the subject of penmanship, the completeness in detail of the whole series, all commend themselves and impress us favorably. The author claims that the system is based upon the “ arm movement,” acknowledged to be the best known ; it contains explicit directions, for the guidance of the pupil, or Teacher, at the head of each page ; that the pupil is taught practically how to make every letter in both alphabets ; of what elements they are formed, and their relative proportions ; that the analysis of the capital alphabet is particularly simple, reducing the principles to but two elements ; that the system is not one of *imitation* but practically scientific ; that the whole, taken together, forms not only a complete system of copy-books, but a practical manual of penmanship.

Your committee fully indorse these claims, and recommend the following :

Resolved, That the Board of Education of the city and county of San Francisco fully approves of the System of Penmanship presented by Hubert Burgess, Esq.

Resolved, That as soon as practicable this Board will adopt and use said system in the Public Schools of this city and county.

Respectfully submitted,

C. C. KNOWLES,
GEORGE M. BEERS.

To the Board of Education, San Francisco.”

It would be unnecessary for us here to state the reasons for recommending the System of Drawing, as they have already been laid before the Convention in a forcible manner.

All of which is respectfully submitted,

J. W. ANDERSON,
SPARROW A. SMITH.

Mr. Burgess read a communication relating to his System of Writing, which he said would soon be published.

Report and communication were received and laid on the table, *pro tem*.

ON GRAMMAR AND COMPOSITION.

The committee appointed to examine various Text-Books on Grammar and Composition, report :

That out of a number of meritorious works on Grammar which have come under

their notice they recommend, for use in primary classes, "Clark's First Lessons," or "Greene's Introduction," and in more advanced classes, "Clark's Practical Grammar," or "Greene's Elements of English Grammar."

In this connection it may not be irrelevant to state what are the peculiarities of the works we have named. Each of the introductory works in question presents the elements of grammar in a series of oral exercises, and both carefully avoid discussion of points not readily understood by the young pupil. Each work appears to have been the result of the conviction that whilst the science of language, in its more abstruse developments, tasks the energies of mature minds, yet its more practical features may be vividly exhibited to children. In "Clark's Practical Grammar," and in "Greene's Elements," the student is led by an inductive system of analysis, to investigate the structure of sentences. Due attention is paid in both systems to a thorough course of etymological and syntactical parsing; each word is considered, primarily, with respect to its form; secondarily, with respect to its office—which latter determines its part of speech. The analytical explanations of Clark are more concise than those of Greene.

Diagrams are made use of in Clark's system as an important aid to analysis; and the black-board—that great co-laborer of the modern Teacher—enlivens, in part, this ordinarily dry study. Though to the grammatical tyro diagrams may appear supererogatory, yet they are philosophical and easily mastered. The objection might be raised that they constitute no essential part of language. The same objection will apply to geometry, geography, and arithmetic; yet emblems are very properly considered as almost indispensable in the study of these branches of education. By the aid of lines, the assistance of the eye is given to the mind; and the faculty of memory being less exerted, that of judgment has more control of the mental powers. Abstract truths thus become tangible.

Clark's system has been adopted by the New York State Normal School, and has been officially recommended by the Superintendents of Public Instruction of Illinois, Wisconsin, Michigan, and Missouri.

The committee also recommend to the acquaintance of Teachers, "Weld and Quackenbos' New English Grammar." As text-books on composition, the committee unanimously recommend for beginners, "Quackenbos' First Lessons in Composition;" and, for more advanced students, the same author's "Course of Composition and Rhetoric." The committee are, however, of the opinion that an excellent work on composition is yet a desideratum; the works recommended are compilations of previous works on the same subject, on an improved plan.

Respectfully submitted,

M. I. RYAN,
H. B. JANES,
MARIA TOTHILL.

The report was received and laid on the table, *pro tem*.

ON GEOGRAPHY AND HISTORY.

The report of the Committee on Geography and History was then read, as follows:

The Committee on Geography and History would respectfully submit the following report: After having carefully examined the various Text-Books on Geography, they arrived at the following conclusions:

1st. For a Primary Geography, that of Cornell stands unrivaled in point of simplicity, scope, and general arrangement and matter of questions. "Warren's Primary" they consider too complicated for a first book, and others are deficient in arrangement.

2d. They find "Cornell's Grammar School" superior, as a whole, to any other. The committee is well aware that other intermediate works possess many excellent

qualities, particularly Warren's. The descriptive in Warren's, and the arrangement of the descriptive with the map questions, they consider superior to Cornell; but the maps of Cornell and the map questions, in regard to both arrangement and matter, they consider as excelling all others. Having examined the two works page for page, carefully and critically, they are of the opinion that Cornell's is entitled to the preference.

3d. They would recommend "Cornell's High School Geography" for the use of Teachers only, as they consider it altogether too cumbersome for the use of pupils. As a compendious work on Geography, and a work for reference, it stands unrivaled.

4th. They consider "Warren's Physical Geography" a book of superior merit and the best extant, and would recommend its adoption.

5th. They find "Cornell's Outline Maps, with Keys," for the use of the pupils, superior to any work of the kind, and as indispensable in teaching geography with rapidity and precision. They recommend their use, most emphatically.

6th. They find "Holbrook's Common Terrestrial Globes" superior to any other, and recommend their adoption; also, "Holbrook's Slate Globes." An additional reason for advising the introduction of these globes is that they open the way for the introduction of Holbrook's apparatus complete.

7th. In regard to Histories, the members of the committee are of opinion that "Lossing's Primary," and "Lossing's Pictorial Histories of the United States," form a series excelling all others in quantity, terseness, quality, and general arrangement, and recommend their adoption. For a general history, they are of opinion that Worcester's combines more excellent qualities than any other, and recommend it.

In making the above recommendations, the committee have attempted to supply such works as would best meet the wants of all sections of the State, and they believe that the above mentioned text-books, in the hands of efficient and judicious Teachers, would be the best medium of imparting a complete and thorough knowledge of two of the most important branches of a Common School education.

All of which is respectfully submitted,

J. B. MCCHESENEY,
J. D. LITTLEFIELD,
Committee.

Report was received and laid on the table, *pro tem*.

ON MATHEMATICAL SCIENCES.

The following is the report of the Committee on Mathematical Sciences :

The Committee on Mathematical Sciences report that they have had under consideration text-books of various authors on the different branches of that subject. They have considered the necessity of selecting a series of works for use, in the Public Schools, distinguished for its popular, simple, concise, practical, and critical, character. They therefore recommend Prof. Charles Davies' "Elementary Algebra;" "Elementary Geometry;" and "Practical Mathematics, with Drawing and Mensuration, applied to the Mechanic Arts." They also recommend a reference on the part of the Teacher to Prof. H. N. Robinson's "Algebra," "Geometry," "Surveying," "Analytical Geometry," and "Calculus;" and to Prof. Gillespie's "Land Surveying."

JOSEPH HOLDEN,
THOS. S. MYRICK,
CHAS. S. MCARTHUR,
Committee.

Report was received and laid on the table, *pro tem*.

ON MORAL SCIENCE AND MUSIC.

The following is the report of the Committee on Moral Science and Music :

Your committee recommend the following text-books upon Moral Science and Vocal Music : For High Schools—"Elements of Moral Science," by Dr. Wayland. This work possesses undoubted literary merit, and is sufficiently comprehensive to form a complete system of ethics. Such a system necessarily includes the subject of "Personal Liberty." We do not think that the objections to this work, which have recently been published by Mr. Montgomery and others, are of sufficient weight to cause its exclusion from our Public Schools.

For Intermediate, Grammar, and Mixed, Schools—"Elementary Moral Lessons," by M. F. Cawdery. This book contains thirty-two moral precepts, each of which is forcibly illustrated by two or more interesting narratives, adapted to the minds of pupils in the departments for which the work is selected.

For a text-book upon Vocal Music for High Schools, and the first class for Grammar and Mixed Schools, we have selected the "Musical Bouquet" and "Institute Choir," by Wm. B. Bradbury and Chas. C. Converse ; and for other departments, in which a text-book is required, the "Golden Wreath," by L. A. Emerson.

Respectfully submitted,

ELLIS H. HOLMES,
D. C. STONE,
MISS A. S. BARNARD,
Committee.

Report received and laid on the table, *pro tem*.

MINORITY REPORT.

The following is a minority report from same committee :

As one of a committee appointed to examine text-books on Moral Science and Music, I would report that I agree with E. H. Holmes, D. C. Stone, and Miss A. S. Barnard, in the recommendation of the music books named in their report ; and, also, of "Elementary Moral Science," by M. F. Cawdery ; but dissent from them in recommending "Wayland's Moral Science," which treats at length of the subject of slavery in the chapter entitled, "Personal Liberty."

Whatever views may be entertained upon the subject of slavery as an abstract question, it must be acknowledged on all hands that it is a legal institution in a portion of our country, and recognized as an existing fact by the Constitution of the United States. It is also an indisputable fact, that the continual agitation of this subject in Congress and throughout the North, has resulted in the dismemberment of our Union.

If our Federal compact is to be restored, it must be by leaving the domestic institution of the South to the exclusive control of the South, and relieving that portion of our country from the danger in which the continued discussion of this subject must involve it. But how is this agitation of the question to be stopped if our school text-books are to be full of it, and the youth of our country are to be taught to abhor the evil and the section where it exists, notwithstanding the fact that the political relationship of the North and the South forbids this irritation of sectional feeling, and the jeopardizing of sectional interest ? It is for reasons of policy and duty, politically and socially considered, that I object to the use in our Public Schools of any text-book, which treats of the subject of slavery. I should have no objection to the use of an edition of "Wayland's Moral Science," with the chapter on "Personal Liberty" omitted, and a slight modification of other parts of the work ; but I cannot approve of its introduction into our Public Schools in its present shape.

Respectfully submitted,

LUCY A. M. GROVE.

ON OBJECT-TEACHING, CALISTHENICS, AND GYMNASTICS.

The Committee on Object-Teaching, Calisthenics, and Gymnastics, recommended the following works for use of Teachers :

On Object-Teaching.—"Pleasant Pages for Young Readers"—Allen & Spier, San Francisco. "Papers for the Teachers," by Henry Barnard.

On Calisthenics and Gymnastics.—"The Family Gymnasium"—Fowler & Wells, New York.

JOHN SWETT,
L. C. VAN ALLEN.

ON SCHOOL REPORTS AND REGISTERS.

Mr. Denman submitted the following report :

Your Special Committee, to whom was referred the subject of recommending some uniform system of Class and Term Register, and School Reports, have carefully investigated the subject, and unanimously report in favor of adopting a general system of collecting school statistics throughout the State and Union.

We have examined several different kinds of School Registers in use in this and the eastern States, but the subject is one of such importance that we do not feel authorized to recommend for your adoption any particular form, or system, for the present. We would therefore recommend that a Standing Committee of three be appointed to act in conjunction with the Superintendent of Public Instruction to arrange a uniform system of School Registers and Reports, and recommend the same for the adoption of the State Board of Education. Your committee would also recommend that these reports contain complete and reliable statistics in regard to the attendance, absences, tardiness, and truancy, in school. Also the correct method of obtaining the average and per centage of attendance.

School discipline is also a subject which has not received that attention which its importance in connection with the training of youth demands. We therefore desire to specially recommend the necessity of reporting the number of cases of corporal punishments inflicted during the term, or year, with remarks in regard to the offense, and the effects and results accomplished.

We would also recommend that the State Board of Education furnish each district in the State with these blank Registers and Reports, and that Teachers be required to certify to the correctness of their returns to the County Superintendent before they can receive their salary.

Respectfully submitted,

JAMES DENMAN,
O. J. MEAD,
B. M. HANCE,
JOHN GRAHAM.

ON PERMANENT ORGANIZATION.

The Committee on Permanent Organization reported through the Chairman, Mr. Shearer.

Report tabled, *pro tem*.

Unfinished Business.

The motion of Mr. Daken, to reconsider the vote by which the Convention adopted the resolution limiting the admission of pupils to those between the ages of six and twenty-one years, was taken up and a very animated discussion ensued, in which Messrs. Hamilton of Napa, Nevins, and Denman of San Francisco, participated.

The motion to reconsider was carried.

Mr. Cooper, of Humboldt, offered the following substitute to the resolution last named :

Resolved, That School Trustees and Boards of Education, should have discretionary power to limit the age at which children shall be entitled to admission into the Public Schools under their charge to the period between six and twenty-one years ; *provided*, that nothing herein recommended is intended to change the basis on which State and County School Moneys are distributed.

After debate, the whole subject was indefinitely postponed.

Mr. Haskins, of Yuba, moved to reconsider the vote by which the Convention substituted "six to twenty-one years," for "four to eighteen years," in the resolution originally offered by him providing for the basis on which the School Fund belonging to a district should be distributed, in case of the division of a district during a school year.

The vote was reconsidered, the amendment rejected, and the resolution, as originally offered, adopted.

Dr. Collins, of San Joaquin, proposed the following :

Resolved, That the whole subject of the selection of Text-Books, together with the reports of sub-committees, be referred to a committee appointed by the President, consisting of one from each county, who shall report to a subsequent Convention, or to the State Board of Education, to be embodied in their next report to the Legislature.

Pending the discussion on the above resolution, a motion to adjourn was made.

Carried.

SIXTH DAY.

STATE INSTITUTE.

SATURDAY, June 1, 1861.

The Institute was called to order at ten, A. M.

The President introduced the first Instructor of the day, Mr. Theodore Bradley, of Solano, who delivered an able and instructive address upon "The End of Grammatical Study and the Proper Means to that End."

After the conclusion of Mr. Bradley's address, the President introduced the second Instructor of the day, Mr. George W. Bunnell, of San Francisco, who delivered an

Address upon the Art of Memory.

LADIES AND GENTLEMEN:—For the liberty I take in thus trespassing upon your time and attention, I can only find an excuse in the reflection that perhaps I may

present to you in a new light a subject, "The Art of Memory," which cannot but be of engrossing interest to every Teacher. For what, among the many and laborious tasks of the Teacher, is more irksome than the perpetual repetition and drill to which every pupil must be faithfully subjected before he can be sent forth from the many stamps of the mint of education, a bright and perfect coin, with every fact projecting sharp and salient from the tablet of the memory? And what obstructions are more insurmountable in the ever-ascending path of knowledge than those bristling files of dates and figures—*terrible* to the *heart* of every school boy—with which many a study besides that of history is encumbered? How *very few* persons can be found who have, as the saying is, the *power*, or *faculty*, of recollecting figures, every one within the sound of my voice is aware.

As a test of this fact, though one is scarcely needed, I will call upon any one present to rise, who is confident of the ability to give, for instance, the latitudes and longitudes of any twenty of the principal cities of the world. The one proposing to do this to have the privilege of choosing any cities he pleases.

Again, should I call upon you to give the year of the death and the age of each of as many illustrious men of the past, whose names are as shining lights and imperishable monuments along the vista of by-gone years; and should I add the one hundred and fifty dates which form a skeleton of ancient profane history; the one hundred and fifty-six figures indicating the ratio of the circumference to the diameter of the circle; the greatest elevations of the globe; the most important comparative velocities; a selection of the specific gravities of, say a hundred substances; the population of the most important cities of the world; an entire summary of a census of the United States; the numbers attached to the sixty-four squares of the chess-board, which the Knight will touch upon, as contained in the celebrated problem of Euler—which numbers, I venture to say, the mathematician himself could not for the life of him remember, although his feats of memory were prodigious and incredible; a selection of the most important, scientific, artistic, and other facts; the names of the monarchs of England from the earliest times—in all fifty-six—calling upon you to give the order of each, counting from the beginning of the first dynasty; the date of his accession to the throne, and the number of years of his reign; tables of the constellations, comprising the number of stars in each; of the decrease of the degrees of longitude, and of temperature according to the altitude; and, leaping from things mundane to the starry heavens, should I, in all seriousness, request you to give the mean distances of the planets from the sun, their diameters, volumes, degrees of light and heat; the diameters of, and their inclinations to, their orbits; years required to go to each, annual revolutions, velocities, surface in square miles, possible population, and other innumerable facts in regard to them, which I might mention, almost *ad libitum*—should I, I repeat, call upon you to answer these questions without explaining myself, and on your refusal, perhaps, tell you that it is in the power of each and all of you to master a system, and that too, with but little labor, that would enable you to carry all this mass of information, and much more, with you to the grave, I am afraid I should be laughed at—perhaps pitied, for my apparent folly. But, ladies and gentlemen, I assure you this is all within your reach.

The system by which these wonders may be accomplished was invented by a French Astronomer and scholar, by name Frances Fauvel Gouraud. What, perhaps, more than any thing, induced him to attempt the perfection of a system of artificial memory, was his own constitutional inability to recollect dates, or figures. Indeed, he says of himself, that his memory of figures was so defective that he had never been able, when a boy at school, to remember even the date of his own birth, an epoch a hundred times learned by him and as often forgotten. This we may well credit, though extraordinary—setting aside the corroborative fact that many instances of this kind have been observed—when we recollect that many are able to remember facts and words with ease who are totally powerless to permanently store up in the mind dates and figures. The system was only carried out to its

present extent, after years of study and experiment. He took for his basis the system of Aimé Paris, who founded his work upon the system of Feinaigle, who had for his predecessor the learned theologian, Dr. Grey, Rector of Hinton, in Northamptonshire, England. And, to go yet further back into the misty past, Cicero, in his "De Oratore," and Quintilian, give the honor of the first invention for assisting the memory to Simonides, a lyric poet of Cos, who flourished about the sixty-first Olympiad, and whose death is dated at the year 467 B. C.

It may not be uninteresting to briefly glance at a list of some of those notables, who are said to have possessed great powers of memory. The first authenticated specimen of prodigious power of memory may be observed in the case of good father Adam, as we learn from Genesis, chap. II, verses 19th and 20th, as follows :

"And the Lord God, having formed out of the ground all the beasts of the earth, and all the fowls of the air, brought them to Adam to see what he would call them," etc. "And Adam called all the beasts by their names, and all the fowls of the air, and all the cattle of the field," etc.

Without considering how Adam obtained a knowledge of those names, we must admit that his memory must have been titanic indeed, to have gone through the whole catalogue of appellations, and not created irremediable confusion. Pliny says that Cyrus knew by heart the names of all the officers and soldiers of his armies—and they were not a mere handful.

The Emperor Otho is related to have owed, in a great measure, his accession to the Empire of the world to his great power of retaining names. He had learned the names of all the soldiers of his army when he was their companion as a simple officer, and he used to call every one by his proper name. The soldiery, flattered at what they considered a mark of sympathy from Otho, persuaded themselves that if ever elevated to the supreme power, such an Emperor could not forget in the distribution of his imperial favors any one of those whose names he remembered so well. In consequence of this seemingly wise reflection, as soon as Otho raised the standard of rebellion against Galba, they all declared in his favor, and opened to him the path of universal sovereignty, by helping him to overthrow his competitor for the throne. But it appears that Otho had not a memory very tenacious, for we learn that three months afterwards his soldiers perceiving, doubtless, that he was beginning to forget them, abandoned him to his fate—when Vitellius, in his turn, attempted to tear from his grasp that scepter which ninety-five days before he had himself snatched from the hand of Galba.

But if *memory* gained a throne for Otho, however short his reign may have been, this single example would be sufficient to prove—a thing certainly unnecessary before an audience of *Teachers*—that a *good memory* is not a thing to be disdained, and that we ought not to neglect any opportunity that may present itself to strengthen, improve, and enrich, this precious intellectual faculty in which such a number of people are deficient. Would the time permit, I could mention perhaps fifty individuals who have been spoken of in history as the possessors of remarkable memories. Among them are those who were distinguished by a power of remembering isolated words; some, languages; others, who had memories for calculation, as Wallis, Buxton, Colburn, and Euler; others, prose, as Portius Latro, the orator Hortensius, the Emperor Adrian, Justus Lipsius, Bourbon, and many more.

How insignificant is the number representing those whom we know to have been possessed of remarkable memories, when compared with that which denotes the millions of human beings that have lived and died since the world began.

I have had prepared a manuscript containing the problem of the ratio of the circumference to the diameter of the circle, carried out to one hundred and fifty-four places of decimals; a table of one hundred and forty-four historical dates; a selection of some of the greatest elevations of the globe; the latitudes and longitudes of seventy-two of the principal cities; a selection of comparative velocities; the deaths and ages of great men; and a selection of the dates of scientific and other important discoveries. If it is agreeable to you, I will put this selection into the

hands of a committee of ten, and request them to propound to me any questions contained therein, in any order they, or you, may wish, that I may practically illustrate to you in a very small degree—owing to the short time which has elapsed since I first became acquainted with the method—the power of the system which has enabled me by about twelve hours of study, at intervals during the last three weeks, to fix in my memory the figures above referred to.

A committee of ten having been appointed by the chair, questions, taken at random from the mass of facts above mentioned, were propounded to the lecturer, who answered them instantaneously, without making a single error. The audience having been fully satisfied of the speaker's ability to give any date, or figures, contained in the list in the hands of the committee, he proceeded to briefly explain the fundamental principles of the system as follows:

I must preface my explanation of the principles of the art of memory by reminding you that I can, in the limited time allotted me, do no more than give a mere outline of the basis of the system. Nor can I hope, therefore, to make all present perfect adepts in the science; but merely to give you as strong proof of its extreme *simplicity* as that I have presented of its *power*. The consonant sounds of the language are made by an ingenious classification to represent the ten Arabic characters of the decimal notation. In this way we are enabled to represent *figures* by *words*, which connected, as I shall presently illustrate, with the events of which the dates are to be memorised, are ten thousand times more easily remembered than the figures themselves, and which remain daguerreotyped upon the memory with wonderful permanency.

The connection between the sounds and the letters is shown in the following table:

S A T A N M A Y R E L I S H C O F F E E - P I E.										
Primitive sounds...	S	T	N	M	R	L	Sh	K	F	P
Correlative sounds...	Z	D	.....	.....	.....	.....	J	Gh	V	B
	C soft	.....	.....	.....	.....	.....	Zh	Qu*	Ph	.....
	.....	.....	.....	.....	.....	.....	Ch	.....	.....	.....
	0	1	2	3	4	5	6	7	8	9

X—K, S, (7, 0,) or K, Sh, (7, 6,) A, E, I, O, U, and W, H, Y, have no numerical value.

The only thing necessary to be learned, in order to commence the application of the system, is the above table, so philosophical in its arrangement, that, once learned, it can never be forgotten. One should acquire, as an initial step, the faculty of reading the sounds as figures, and *vice versa*.

Let us now consider the method of adapting the system to the memorization of dates. For an example, I will take the date of the *invention of letters by the Egyptian Memnon*, which is said to have occurred in the year 1821, B. C.

First—We select the most appropriate word containing the consonant *sounds* required to stand for the figures of the date. Among others we find the words *divine idea* [containing the consonants D (1), V (8), N (2), D (1).]

Secondly—The mnemotechnic words are to be connected with the event; thus, the *Invention of Letters by the Egyptian Memnon*, may justly be considered a "Divine Idea."

* And c hard, before a, o, u, as in cap, cup, cot; also, ch hard, as in character.

For the date of the *passage* of the Red Sea we may adopt the formula: At the passage of the Red Sea the armies of Pharaoh met their death in a "Watery Bed." [T (1), R (4), B (9) D (1).]

Time will not allow me to give more of these examples, many of which (as Gouraud justly remarks) seem to indicate that the figures have been adapted to the words, not the words to the dates.

I have been able to give but a very cursory illustration of the principles which underlie this science (for it may be called such), yet you must all agree as to its simplicity.

I now propose to ask your attention a short time longer, that I may state *how* this system of mnemotechny, or art of memory, may be adapted to the use of the children in our schools. It is plain that it would be an easy task for children, with minds sufficiently matured to pursue with success the study of grammar, to acquire, from the black-board, in progressive lessons, a thorough knowledge of the simple principles upon which the whole system depends. After these have been fully learned, the formula, composed by the Teacher for the dates of the history they may use, should be dictated to them, and the connection between the event and the mnemotechnic word carefully explained, for it is necessary that this connection should be perfectly comprehended by the learner, so that when the date is called for, the essential word may instantaneously occur to the mind. What I mean by "explaining the connection," I will illustrate. Troy, as Virgil tells us, was destroyed by a sacking conflagration. The houses were chiefly of wood, and the destroying flames undoubtedly very hot. So that we can safely say that, the *destruction of Troy* was completed by the raging flames of a

Hot Wood Fire.

1 1 8 4

This last phrase, as you will see by referring to the table, would represent, upon its analysis, T, D, F, R, 1184; and certainly it will be difficult for you to think of Troy without thinking also of these mnemotechnic words.

It may be readily perceived that the study of historical dates by this method, instead of being a hateful task to the student, will become a delightful amusement and a pleasing interruption of the monotony of school labor.

It was Gouraud's intention to publish a volume containing the dates of United States history arranged according to his plan; but I believe his death prevented the accomplishment of his purpose. It would then be necessary for the Teacher to compose the formula, and give them to the class to be copied and learned.

M. Gouraud, by an extension of the principles which I have partly explained, has brought it within the reach of every Astronomer to carry in his mind a complete vocabulary of his science, containing facts that, before the advent of Gouraud, the wildest imagination would not have conceived the idea of memorizing; within the reach of every student to have always with him a full encyclopedia of the dates of facts which he has learned, and which, were it not for the dates, would be a confused sea of mixed information, upbearing upon its turbulent surface a *few figures*, like *rari nantes in gurgite vasto*, uncertain of their existence, and liable at any moment to sink for ever into the abyss beneath them; within the reach of every Schoolmaster, beleaguered by a regiment of rigid examiners, to overwhelm the attacking parties with stubborn files of unbending figures; and last, but not least, within the reach of every poor boy, with even a limited amount of brains, who cannot, perhaps, attend school long after he is tall enough to pass goods over a counter, to put to shame many a person of greater intellectual pretensions, who acquired his historical knowledge by hum-drum and mechanical repetition.

This great genius who has killed, by one brilliant effort of his intellect, that *monstrum, horrendum, ingens, informe*, of the student of history, or the statistician—figures and dates—well deserves to be ranked as one of the great educational minds of the age. In this era of Free Schools and Free Libraries, which bring a good education within the reach of every one, when the man who can discover any better method

of acquiring information, who can shorten the tedious and oftentimes unintelligible processes of the old authors, who adds a pillar, or ornament, to the temple of knowledge, enjoys a greater triumph and secures a more lasting renown, than were gained in times of superstition and ignorance by the grim and stalwart warrior riding homeward with the armor of his slain enemy clanking at his saddle-bow, Gouraud may take his stand among the highest, and gain by the comparison.

To us, the Trainers of the actors yet to take positions in the drama of life, he has bequeathed, dying, a rich legacy ; and let us not unthinkingly reject it.

At the conclusion of Mr. Bunnell's address, a resolution was adopted returning the especial thanks of the members for his interesting exercise.

The Institute then adjourned.

STATE EDUCATIONAL CONVENTION.

Immediately after the adjournment of the Institute, the Convention assembled.

On motion, the reading of the minutes was dispensed with.

The names of additional Delegates were registered.

Mr. Ryan, of San Joaquin, offered a resolution returning the thanks of the Convention to the various companies and individuals who had conferred favors upon the members, and to the officers of the Convention.

Mr. Moulder called Mr. Nevins to the chair, and offered a substitute for the original resolution.

The substitute was accepted by Mr. Ryan, and, as amended, reads as follows :

Resolved, That the thanks of the State Educational Convention of California are due, and are hereby tendered, to Capt. James Whitney, Jr. President of the California Steam Navigation Company ; to Chas. Minturn, Esq. President of the Petaluma and Contra Costa Steam Company ; to James B. Larue, Esq. President of the steamers San Antonio and Oakland ; to Capt. E. J. Weeks, of the Suisun and Napa lines of steamers ; to J. P. Robinson, Esq. Superintendent of the Sacramento Valley Railroad ; to Messrs. Green & Co. Couch & Co. and Wooley & Co. proprietors of stage lines in Amador County ; and through those gentlemen, to their respective companies, for their liberality in transporting Delegates to and from this Convention free of charge ; to John W. Tucker, Esq. for his generous offer of the Academy of Music for the use of this Convention without charge ; to Mr. Badger, for the use of the piano placed at our disposal ; to the Mercantile Library Association, for the tender of their rooms, etc. to the Convention ; to the proprietors of the International, and other hotels, of San Francisco, for favors extended to members ; to Messrs. Bancroft & Co. Hodge & Wood, Carl & Flint, J. J. Lecount, and Tyler Bros. booksellers, for the courtesies extended by them to the Committees on Text-Books, and to the Teachers' Association of San Francisco, for the Complimentary Re-Union given by them to delegates from the interior of the State ; and that the officers of the Convention notify the gentlemen named of the passage of this resolution.

Resolved, That the thanks of this Convention are also tendered to Messrs. George W. Minns, Hubert Burgess, John Swett, James Denman, Henry B. Janes, Theodore

Bradley, and George W. Bunnell, for their able and instructive addresses before this Convention.

The resolutions, as thus amended, were unanimously adopted.

At the suggestion of Mr. Linden, of Alameda, Mr. Ryan again offered his second resolution, as follows :

Resolved, That the especial thanks of this Convention are hereby tendered to Hon. A. J. Moulder, our present worthy State Superintendent of Public Instruction, for providing, as Lecturers in the State Teachers' Institute, gentlemen whose lectures prove them an honor to the profession and bear ample testimony to their experience and ability in the art of teaching.

The resolution was unanimously adopted.

President Moulder briefly returned thanks for the flattering acknowledgments of his services. He expressed much gratification at the success of this, the first Institute organized in California. It was more, or less, an experiment, but the experiment had worked well. It had enabled him to see where defects existed, and wherein improvements could be made, and in the next Institute convened, he would take measures to remedy those defects, and adopt those improvements.

Mr. Denman stated that the schools of San Francisco would reopen on Monday, and invited Delegates to visit them.

On motion, Mr. Swett was added to the Committee on Educational Journal.

At the request of Mr. Mitchell, Teacher of Music in the Public Schools, President Moulder offered the following resolutions on music :

Resolved, That music is an important branch of education.

Resolved, That it is the duty of all Teachers to acquaint themselves with a practical knowledge of simple melody and the theory of "musical notation."

Resolved, That it is the duty of the different Boards of Education to provide for musical instructions in the schools under their charge.

The resolutions were adopted.

Mr. Mitchell, assisted by Messrs. Elliott, Horton, and Mr. Scott, Pianist, led the Convention in singing—

Songs—"America," to the air of "God Save the Queen," by the Convention. "Star Spangled Banner," by Mr. Mitchell, chorus by the Convention.

At half past twelve, P. M. the Convention adjourned, to reassemble in an hour.

AFTERNOON SESSION.

The Convention reassembled at half past one, P. M.

President Moulder in the chair.

Unfinished Business.

Mr. Denman moved to take up the resolution of Mr. Collins, providing for the appointment of a committee of one from each county, to whom should be referred the reports of the various Committees on Text-Books, with instructions to examine and report to the next Convention, or to the State Board of Education.

The motion prevailed.

On motion of Mr. Leonard, the resolution was so amended as to authorize the President to increase the committee at discretion.

Adopted.

The President appointed the following gentlemen upon

The State Committee on Text-Books.

GEORGE W. MINNS, San Francisco Chairman.

Dr. W. P. GIBBONS, Alameda,
S. R. DE LONG, Amador,
J. B. MCCHESENEY, Butte,
JOHN BAGNALL, Colusa,
JOSEPH HOLDEN, Calaveras,
C. S. MCARTHUR, Contra Costa,
B. F. DORRIS, Del Norte,
M. A. LYNDE, El Dorado,
SOLOMON COOPER, Humboldt,
J. H. PARKS, Marin,
G. H. STRONG, Monterey,
J. M. HAMILTON, Napa,
JOHN C. WELLS, Nevada,

E. J. SCHELLHOUSE, Placer,
J. W. ANDERSON, Sacramento,
M. I. RYAN, San Joaquin,
FREEMAN GATES, Santa Clara,
H. S. LOVELAND, San Mateo,
A. P. KNOWLES, Santa Cruz,
J. D. LITTLEFIELD, Solano,
M. E. BAKER, Sonoma,
JAMES S. JACKSON, Sierra,
THOS. A. LEGGETT, Stanislaus,
R. W. WILSON, Tehama,
JOHN GRAHAM, Tuolumne,
O. L. MATTHEWS, Yolo,

D. C. STONE, Yuba.

AT LARGE.

JAMES DENMAN, San Francisco,
HENRY B. JANES, San Francisco,
Dr. C. COLLINS, San Joaquin,

JOHN C. PELTON, Yuba,
H. A. PIERCE, Yolo,
C. J. FLATT, Solano.

On motion of Mr. De Long, of Amador, the committee were requested to meet in San Francisco one week before the meeting of the next Convention.

Report on Permanent Organization.

The report on Permanent Organization was taken from the table.

The committee to whom was referred the drafting of rules for a permanent organization of the Teacher's Convention, would beg leave to submit the following preamble:

For the promotion of the cause of public instruction in California, and the elevation of the profession of teaching, we adopt the following Constitution:

ARTICLE I. This organization shall be known as the "California State Teachers' Convention."

ART. II. The officers of this association shall consist of a President, Vice-President, Corresponding and Recording Secretary, and Treasurer, who shall be chosen by a majority of the members present—except the President.

ART. III. The Superintendent of Public Instruction for the State, shall act as President of this Convention, whose duty shall be to preside at all regular meetings, deliberate on all questions brought before the Convention, and to appoint all Special and Standing Committees. It shall be the duty of the Vice-President to preside in the absence of the President.

ART. IV. It shall be the duty of the Recording Secretary to keep a correct record of the proceedings of the Institute. It shall be the duty of the Corresponding Secretary to correspond with the different County Superintendents on business relating to the Institute.

ART. V. It shall be the duty of the Treasurer to receive all moneys intrusted to his care by the Institute, and to pay out by order of the Secretary.

ART. VI. Any person who is engaged in teaching in any of the departments of public instruction in the State, or in any Private School, College, or University, or engaged in editing any educational periodical, or any Superintendent of Schools in the city, or county in the State, shall be eligible to membership. Applications for membership shall be made, or referred, to a committee; and all applicants recommended by said committee shall be entitled to the privileges of the Convention by signing the Constitution. Honorary members may be admitted.

ART. VII. The first meeting of this Institute shall be held the first Tuesday of November, 1861, and semi-annually thereafter, at such places as the majority of members may agree upon, and notice of which shall be given by the Corresponding Secretary, one month prior to said meeting, by publication in different papers of the State.

ART. VIII. The Constitution may be amended by a two-thirds' vote of members present.

J. M. SHEARER,
J. BURNHAM,
H. J. SPENCER,
Committee.

The several articles were considered separately.

Article first was adopted.

Article second was amended by substituting "Vice-Presidents" for "Vice-President."

Articles third and fourth were adopted.

Article fifth was amended by substituting "Convention" for "Secretary."

On motion, the word "Institute" was stricken out wherever it occurs, and the word "Convention" substituted for it.

Article sixth was amended by adding to the list of those who shall be eligible to membership, "Past State, County, and City, Superintendents of Public Schools, Trustees and Members of Municipal Boards of Education."

The last clause of article sixth was amended so as to read: "Applications for membership shall be referred to a Committee on Credentials."

Article seventh was so amended as to read: "The time and place of the meetings of the Convention shall be the same as

those designated by the State Superintendent for the meeting of the State Institute."

Article eighth was adopted.

The articles, thus amended, were then adopted as a whole, as the Constitution of the State Educational Convention.

School Lands, etc.

Mr. Denman introduced and supported, in a few remarks, the following resolution :

Resolved, That our delegation in the Congress of the United States, Hon. Jas. McDougall and Hon. Milton S. Latham, are hereby requested to use their influence and earnest endeavor to secure the passage of a law authorizing the location and sale of School Lands in California, in lieu of those sections in the mineral districts, which have not been located.

Adopted.

Duty of Parents.

Mr. Minns offered the following :

Resolved, That in the opinion of this Convention it is the duty of parents and guardians of children to visit the schools attended by them ; that, by so doing, they will manifest an interest in the schools, encouraging alike to the Teacher and scholar, and will render essential service to the cause of public education ; and that we cordially invite and earnestly urge the friends of our pupils, the friends of education, and the public generally, to visit at any time the schools under our charge, and to witness the regular exercises.

Resolved, That we also call the attention of all having the care of children to the importance of sending them to school regularly and punctually.

Adopted.

Officers, etc.

On motion, the present officers were continued in their positions until the organization of the next Convention.

Mr. Tait was appointed Corresponding Secretary, and Mr. Leonard Recording Secretary.

Communication.

A communication from a lady was read by Mr. Nevins, recommending the adoption of a Text-Book on Morals.

Received and placed on file.

State Journal.

Mr. S. A. Smith offered the following report on the State Journal :

The committee appointed to take into consideration the establishment of a State Teachers' Journal, and to report a plan of operation for the furtherance of this object, have had the same under consideration, and beg leave to report.

It is believed that such a journal, properly conducted and well supported, might be made very valuable to the Teachers as a frequent and accessible means of communication with the best of the talent engaged in the profession, and beneficial to

the cause of education throughout the State. Other interests have their organs—farmers, miners, merchants, doctors, etc. have their respective publications established to advocate their views and to communicate that information necessary to each in his calling. But the great cause of Public Education in California has no organ in which Public School Teachers may advocate their own cause, discuss all questions, and express their opinions upon all measures affecting the condition, or welfare, of the Public Schools of the State. In their opinion, our Educational Journal is to contain general intelligence, informing the Teacher of anything interesting, or important for him to know in his profession, which might occur in any part of the world; articles upon the best method of teaching; notices of books the most useful to Teachers; questions for examination in the different branches taught in Common Schools, and essays, original, or selected, upon any subject interesting to Teachers.

Furthermore, it is the opinion of your committee, in order that an enterprise of this kind should succeed, it must receive the hearty support of every Teacher in this State; every Teacher should show his interest in the work by *subscribing for it*, and as many as possible should write for it.

Therefore, since it is necessary, as a preliminary step, to ascertain whether such a journal as is contemplated will receive a sufficient number of subscriptions to place it upon a firm footing, we submit the following resolution for your adoption:

Resolved, That a committee of nine—five to reside in San Francisco, and four in different parts of the State—be appointed to enlist the co-operation of County Superintendents and friends of education throughout the State in its support; to determine the size and character of the journal, and draw up a set of regulations for its future publication; to nominate a Board of Editors, and such other committees as they may deem necessary; to issue a prospectus for gratuitous circulation; to open a list of subscriptions; to attend to any other business connected with the establishment of such a journal, and to submit their report to the Convention at its next regular session for its adoption.

Yours, respectfully,

SPARROW A. SMITH,
GEORGE W. MINNS,
FREEMAN GATES, Jr.
JOHN SWETT,

Committee.

The report was accepted, and the accompanying resolution adopted.

The President appointed the following gentlemen on the committee:

SAN FRANCISCO.

GEORGE W. BUNNELL,
JOHN SWETT,

THOMAS S. MYRICK,
GEORGE TAIT,

GEORGE H. PECK.

SACRAMENTO.

SPARROW A. SMITH.

EL DORADO.

Dr. H. S. HERRICK.

SOLANO.

SYLVESTER WOODBRIDGE, Jr.

SAN JOAQUIN.

A. E. NOEL.

On motion, the Convention then adjourned *sine die*.

TWELFTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC INSTRUCTION.

March 1892

BENJ. P. AVERY.....STATE PRINTER.

ANNUAL REPORT.

TO THE HONORABLE THE SENATE AND ASSEMBLY

OF THE STATE OF CALIFORNIA :

The Superintendent of Public Instruction has the honor to submit the Twelfth Annual Report from the Department of Instruction, as required by the Act of May third, eighteen hundred and fifty-five.

Respectfully,

ANDREW J. MOULDER,
Superintendent of Public Instruction.

R E P O R T .

A review of the progress of our Schools, and of the improvements introduced into our system of Public School education during the past six years, for which period the present Superintendent has had charge of the Department of Instruction, exhibits some striking and gratifying results.

Our population has largely increased, and with it has increased, in a much larger ratio, the number of schoolable children, i. e., the number of children between four and eighteen years of age.

Number of children (4 to 18) reported by census, January 1st, 1857	29,018
Number of children (4 to 18) reported by census, January 1st, 1863	72,821
Increase in six years.....	43,803

Prior to eighteen hundred and fifty-seven, no census was taken of the total number of children of all ages (under twenty-one) in the State. Since that time, under instructions from this Department, such a census has been regularly taken. From the best information available, we may estimate the total number of children of all ages in the State :

January 1st, 1857.....	40,000
Total number reported by census, January 1st, 1863 ...	114,668
Increase,.....	74,668

Since eighteen hundred and fifty-seven, the State Superintendent has ordered a census of all the children born in California, to be taken.

From the data in our possession, it is certain this number did not, in 1857, exceed	20,000
Number of children born in California reported by census, January 1st, 1863.....	70,734
Increase in six years.....	50,734

These figures give us an approximation to the addition made to our population during the last six years, by the natural increase.

The following table shows, at a glance, the increase from year to year, in the number of children born in California :

The number on the first of January, 1859, was.....	33,546
The number on the first of January, 1860, was.....	41,450
The number on the first of January, 1861, was.....	51,361
The number on the first of January, 1862, was.....	59,644
The number on the first of January, 1863, was.....	70,734

It was before shown that the number of schoolable children had increased about two and a half fold during the past six years. It is gratifying to report that the number of Public Schools has increased in about the same ratio, in the same time.

The number of Public Schools in 1857, was.....	816
The number of Public Schools, January 1st, 1863, was.	715
Increase.....	899

The returns exhibit a corresponding increase in the number of Teachers employed in the Public Schools :

In 1856, the number was.....	411
In 1862, the number was.....	962
Increase.....	551

The number of children attending Public Schools in 1857, was..	17,232
The number of children attending Public Schools in 1862, was..	36,566
Increase.....	19,334

During the past six years about four hundred School-houses have been built. Many of them are handsome, spacious buildings, provided with all the modern improvements.

Increased attention has been paid to the subject of school architecture, but there are still many rude structures occupied as School-houses which are unfit for the habitation of civilized children.

Many improvements have been made in our School system—many valuable features engrafted upon it. Among them may be specified the power conferred upon Trusees to call an election, in certain cases, and submit the question of a District tax to the electors, to pay the expense of an additional term of their School; the provision made for procuring the funds necessary to erect and equip School-houses; the provision relieving the School Fund from the payment of the per centage of County Treasurers, the salaries of County Superintendents and Census Marshals; the increase of the maximum tax that the counties may impose for the support of Schools, from ten to twenty-five cents on each one hundred dollars of valuation; the prohibition against the contracting of debts by the Schools, and the consequent strict adherence to a cash basis in all their operations; the organization of State and County Boards of Examination; the establishment of State and County Teachers' Institutes; the successful establishment of a State Normal School; the excellent provisions for the sale of the unsold portion of the five hundred thousand acres of land belonging to the Schools; and, finally, the consolidation of the funds arising from the sale of the sixteenth and thirty-sixth sections into a General Fund for the equal benefit of all the schoolable children of the State.

A comparison of the returns made to the State Superintendent at the close of the year eighteen hundred and sixty-two, with those of the preceding year, shows the following result :

Number of School Districts.....	630
Number last year	608
Gain	22

Number of children under twenty-one years.....	114,668
Number last year.....	107,637
Gain	7,031

Number of children between four and eighteen years :		
Boys	87,810	
Girls	85,511	
		72,821
Number last year.....		68,395
Gain		4,426

Children under four years of age.....	38,127
Number last year	35,384
Gain	2,793

Youths, between eighteen and twenty-one years of age.....	3,720
Number last year	3,908
Decrease	188

Children of all ages (under twenty-one) born in California.....	70,784
Number last year	59,644
Gain	11,090

Number of deaf and dumb	94
Number last year	72
Increase	22

Number of blind.....	95
Number last year.....	50
Increase	45

Number of children attending Schools (Public)	36,566
Number last year.....	31,786
Increase.....	4,780

Number of boys taught during the year in the Public Schools...	20,092
Number last year	17,512
Increase	2,580

Number of girls taught during the year in the Public Schools...	16,474
Number last year	14,274
Increase	2,200

Total number of children attending Schools, (Public and Private).....	43,452
Number last year	38,092
Increase	5,360

Daily average attendance in the Public Schools	19,262
Daily average last year	17,804
Increase	1,458

Children attending Private Schools	6,886
Number last year	6,306
Increase	580

Number of Public Schools	715
Number last year	684
Increase	31

Number of Private Schools.....	219
Number last year.....	208
Increase.....	11

Number of schools in the State (Public and Private).....	934
Number reported last year.....	892
Increase.....	42

Number of School Houses built of wood.....	629
Number last year	577
Increase.....	52
Number of School Houses built of brick.....	31
Number last year	28
Increase.....	3
Number of School Houses built of adobe.....	11
Number last year.....	15
Decrease.....	4

Number of months during which Schools were kept open :

Period.	1861.	1862.	Increase or Decrease.
For three months.....	127	152	Increase.....25
Over three and less than six months..	205	215	Increase.....15
Six months.....	72	90	Increase.....18
Over six and less than nine months ...	122	110	Decrease.....12
Nine months and over.....	144	135	Decrease..... 9

Average duration of School sessions, months.....	5 4-5
Last year, months.....	6
Decrease, months.....	1-5

Average salary per month paid Teachers.....	\$60 58
Average salary last year.....	62 85
Decrease.....	\$1 82

Size of Schools.	1861.	1862.	Increase or Decrease.
Less than twenty-five pupils.....	246	245	Decrease..... 1
Over twenty-five and less than fifty pupils.....	262	286	Increase .....24
Over fifty and less than one hundred pupils.....	123	131	Increase 8
Over one hundred and less than two hundred pupils.....	23	36	Increase .....13
Over two hundred pupils.....	20	17	Decrease..... 3

Number of Teachers.....	962
Number of Teachers last year.....	932
Increase.....	30
Number of male Teachers.....	552
Number of male Teachers last year.....	552
Number of female Teachers.....	410
Number of female Teachers last year.....	380
Increase.....	30

How many design to make teaching a permanent profession....	393
Number last year.....	396
Decrease.....	3

Teachers' experience, years....	4 3-4
Teachers' experience last year.....	.....

Average age of Teachers, years	28 3-4
Average age of Teachers last year.....	28 1-2
Increase.....	1-4

Grade of Schools.	1861.	1862.	Increase or Decrease.
Number of Primary Schools.....	321	310	Decrease.....11
Number of Mixed Schools.	292	304	Increase.....12
Number of Intermediate Schools.....	31	35	Increase..... 4
Number of Grammar Schools.....	28	47	Increase..... 9
Number of High Schools	2	2	.....

Valuation of School-houses and furniture.....	\$579,283 07
Valuation, last year.....	636,418 68
Decrease.....	\$57,135 61

School money from the State.....	\$75,412 29
School money from the State last year.....	81,461 34
Decrease	\$6,049 05
But there is still due for the year.....	17,147 20
The increase should be.....	\$11,098 15

Amount received from County Taxes.....	\$142,324 19
Amount received, last year	241,882 85
Decrease	\$99,558 66

Amount raised by Taxes, Rate-Bills, Private Subscrip- tion, etc	\$274,291 35
Amount raised, last year	165,613 02
Increase	108,678 33

Total Receipts from all sources	\$497,148 82
Total Receipts, last year.....	486,272 64
Increase	\$10,876 18

Total paid for Teachers' salaries.....	\$330,249 02
Total paid, last year.....	311,501 91
Increase.....	\$18,747 11

Paid for Erection and Repairs of School-houses.....	\$49,274 62
Paid, last year.....	101,818 88
Decrease	\$52,543 76

Paid for libraries and apparatus	\$2,225 57
Paid, last year.....	2,299 28
Decrease.....	\$73 71

Paid for all other purposes.....	\$59,479 76
Paid, last year	46,721 89
Increase.....	\$12,758 87

Total amount of Expenditures for School purposes.....	\$441,228 97
Total amount, last year.....	470,113 56
Decrease.....	\$28,884 59

SCHOOL LANDS AND THE SCHOOL FUND.

By Act of September fourth, eighteen hundred and forty-one, Congress granted to each State, upon its admission into the Union, five hundred thousand acres of land, for purposes of internal improvement. The framers of our State Constitution wisely devoted the five hundred thousand acres thus granted to California to the support of Public Schools. At an early date steps were taken by our Legislature to make these lands available.

On the third of May, eighteen hundred and fifty-two, an Act was passed providing for their sale.

Under that Act, the Governor was authorized to issue, and the Treasurer to sell, School Land Warrants, to the amount of five hundred thousand acres, at two dollars (\$2) per acre.

Payment was to be made in coin, in State scrip, or Controller's warrants drawn upon the General Fund, or bonds of the civil debt of the State, and the Treasurer was directed "to convert all lawful moneys of the United States, and all State three per cent bonds, or Controller's warrants, so received by him, into bonds of the civil funded debt of the State, bearing seven per cent interest per annum, and to keep such bonds as a special deposit in his custody, marked 'School Fund,' to the credit of said School Fund."

Under the operation of this law, two hundred and thirty-seven thousand seven hundred and sixty acres of land were sold, up to May first, eighteen hundred and fifty-eight, for four hundred and seventy-five thousand five hundred and twenty dollars, (\$475,520), which amount should have been converted into seven per cent bonds, and placed to the credit of the School Fund.

But neither this amount, nor any part of it, has ever been so converted, and there are no seven per cent bonds derived from the proceeds of the sales of these School Land Warrants "kept as a special deposit in the Treasurer's custody, marked 'School Fund.'"

In practice, it was found that purchasers paid for these lands in depreciated scrip, or Controller's warrants. No payments were made in cash. The scrip paid in was cancelled, and to this extent the School Fund was used by the State to defray the ordinary expenses of Government. The State, therefore, owes to the School Fund the sum of four hundred and seventy-five thousand five hundred and twenty dollars, (\$475,520).

This debt she has always recognized—for some years by devoting the proceeds of a special tax to the support of Schools, and since April thirtieth, eighteen hundred and fifty-seven, by appropriating annually a specific sum equal to the interest at seven per cent per annum upon the amount of the debt.

Should the Legislature neglect, as it did in eighteen hundred and sixty-one, or refuse, to make this appropriation, the School Fund has no rem-

edy. The good faith of the State is not doubted, but there are controlling reasons why it should now take steps to do that which should have been done at the time of the sale of these lands. I do, therefore, respectfully urge that measures be at once adopted to pay this debt of four hundred and seventy-five thousand five hundred and twenty dollars, (\$475,520,) due by the State to the School Fund.

It is not expected that it can be paid in cash, for the finances of the State will not warrant it; neither can bonds to the amount be issued, placed to the credit of the School Fund, and held as a special deposit by the Treasurer, for the constitutional prohibition against the creation of liabilities exceeding the sum of three hundred thousand dollars (\$300,000) will probably be urged as an objection.

How, then, can a settlement be effected with least embarrassment to the State?

To this question the Superintendent has given full consideration, and he trusts to be able to indicate a means by which the desired object can be effected. By section seven of the Act of April twenty-eighth, eighteen hundred and fifty-seven, entitled "an Act to provide for paying certain equitable claims against the State, and to contract a Funded Debt for that purpose," it is provided that "whenever on the first day of January or July, in any year, there remains, after payment of the interest, a surplus of ten thousand dollars, or more, it shall be the duty of the Treasurer to advertise for sealed proposals for the surrender of bonds issued under this Act, and the Treasurer and Governor, or Controller, shall accept the lowest proposals, at rates not exceeding par value, as may redeem the greatest amount of bonds until the amount of cash on hand for redemption is exhausted."

The bonds, thus redeemed, are cancelled.

Under the operation of this law, bonds to the amount of sixty thousand five hundred dollars (\$60,500) were redeemed and cancelled during the fiscal year ending June thirtieth, eighteen hundred and sixty-one, and there is every reason to believe that an amount equally large will be every year redeemed. From this source we at once discover a means of paying the debt to the School Fund, and that, too, without additional taxation, or encroachment upon the ordinary revenues of the State.

To this end, I recommend that an Act be passed by your honorable body, providing that the bonds annually redeemed by the Sinking Fund, shall not be cancelled, but shall be marked "School Fund," and be placed in the custody of the Treasurer as a special deposit to the credit of said School Fund, until the debt due to it by the State has been thus paid.

This debt is four hundred and seventy-five thousand five hundred and twenty dollars (\$475,520,) in cash, not in bonds, and will only be cancelled when the amount of bonds that can be purchased from year to year, for four hundred and seventy-five thousand five hundred and twenty dollars (\$475,520), in cash, shall have been placed to the credit of the School Fund.

This amount may be estimated in round numbers at five hundred thousand dollars, (\$500,000,) and taking the value of the bonds redeemed in eighteen hundred and sixty-one as the standard, (sixty thousand five hundred dollars,) it will be seen that the whole debt may, in this manner, be paid by the State in a little more than eight years.

As the bonds are paid over to the School Fund, the Treasurer will, on the first of January and first of July of each year, pay into the School Fund, for semi-annual distribution, the amount of the coupons then due,

just as if the bonds were held by a private individual, and the amount annually appropriated by the Legislature "for interest on receipts from the sale of School Lands," to be devoted to the support of Public Schools, will be diminished by the amount of the coupons paid. For eight years, therefore, the interest due on this debt would be paid, in part, by the Treasurer on the coupons, and, in part, by a direct appropriation by the Legislature. At the end of that time the debt will have changed its form from an open account to a tangible security of seven per cent bonds, and the necessity for annual appropriations will no longer exist. I am satisfied that no more feasible practical plan for the settlement of this debt can be devised. It will not encroach to the extent of a dollar upon the ordinary revenues of the State, nor add a dollar to its debt. It will operate lightly upon the debtor, and will be satisfactory to the creditor. By the close of the year eighteen hundred and fifty-seven, sales of School Land Warrants, under the Act of May third, eighteen hundred and fifty-two, had entirely ceased. Purchasers were no longer willing to pay two dollars (\$2) per acre for land to the State, when they could buy the same lands from the United States at one dollar and twenty-five cents (\$1 25) per acre.

To meet this difficulty, an Act was passed April twenty-third, eighteen hundred and fifty-eight, "for the location and sale of the unsold portions of the five hundred thousand acres of land donated to the State for School purposes, and the seventy-two sections donated for the use of a Seminary of Learning."

The lands were to be sold for one dollar and twenty-five cents (\$1 25) per acre, and if the purchaser preferred, he could pay down twenty per cent of the principal, and ten per cent interest upon the remainder, in advance. For the unpaid principal, he is allowed as long a credit as he desires. The law directs that the principal received from the sale of these lands shall be from time to time invested in the purchase of seven per cent bonds, which bonds are "to be kept by the Treasurer as a special deposit, in his custody, marked 'School Fund,' to the credit of the School Fund."

This law has been faithfully complied with. Under its operation, lands to the amount of two hundred and sixty-one thousand one hundred and ninety-seven acres have been sold, and bonds to the amount of one hundred and twenty thousand dollars (\$120,000) have been purchased with so much of the principal as has been paid up, and there is at present the further sum of twenty-eight thousand three hundred and sixty-four dollars (\$28,364) on hand, applicable to the purchase of bonds.

When all the five hundred thousand acres shall have been sold and paid for, the account will stand as follows:

When Sold.	Acres.	Amount.
Acres sold prior to 1858.....	237,760	\$475,520
Remainder, at \$1 25 per acre.....	262,240	327,800
Total.....	500,000	\$803,320

If bonds can be purchased at ninety-five cents on the dollar, this sum of eight hundred and three thousand three hundred and twenty dollars

who have engaged him must postpone the opening of their School, or obtain another Teacher who has a certificate.

The law in this works a hardship which it is easy to remedy. I recommend that it be so amended as to provide, that if it be not possible or convenient to convene a full Board of Examination between the regular quarterly meetings of the Board, the County Superintendent shall have power to examine any applicant, and grant a certificate of qualification, to remain in force until the next regular meeting of the Board, and no longer.

The Teachers composing the Board are often called from distant parts of the county. They are compelled to pay their own travelling expenses, and their board for some days, while absent from home. This is a heavy tax upon the small salary usually paid in the rural districts. It is but just that they should be allowed a reasonable compensation for their services. I recommend, therefore, that the law be so amended as to provide that the Teachers selected to form a Board of Examination shall be entitled to receive the sum of five dollars (\$5) per day for every such examination, to be paid out of the General Fund of the county, upon the recommendation of the County Superintendent.

Such a law is warmly urged by a number of the ablest and most experienced County Superintendents, and with them I heartily concur.

A UNIFORM SERIES OF TEXT BOOKS.

At the risk of appearing importunate, the State Superintendent renews his recommendation that authority be conferred on the State Board of Education to prescribe a uniform series of text books to be used in the Public Schools of the State. The evils of the present ~~the~~

To remedy the difficulty, the law should be so amended as to require the Trustees to report what amount of funds their district received from the Township School Fund, and to empower the State Superintendent to deduct an equivalent amount from the district's *pro rata*.

AMENDMENTS TO THE SCHOOL LAW.

Our School law continues to work well. School officers have become familiar with its operations, and few difficulties are now encountered in its administration. In some minor points, however, an improvement can be made.

PAYMENT OF RATE BILLS.

In consequence of the pittance doled out by the State for the advancement of the cause of education, our Schools are free only in name.

In very rare instances are the public funds sufficient to maintain a school even for the brief period of three months during the year. A large majority of the Districts are therefore forced to impose a rate bill upon the parents of the children attending School, in order to supply the deficiency in the public fund.

Under the existing law, it is provided "that any balance that may be needed to compensate the Teacher, after the public moneys belonging to the District have been exhausted, shall be raised by rate bill, made out by the Trustees against those sending to School, in proportion to the number of days and of children sent; and in making out such rate bill, it shall be the duty of the Trustees to exempt such indigent inhabitants as may, in their judgment, be entitled to such exemption."

just as if the bonds were held by a private individual, and the amount annually appropriated by the Legislature "for interest on receipts from the sale of School Lands," to be devoted to the support of Public Schools, will be diminished by the amount of the coupons paid. For eight years, therefore, the interest due on this debt would be paid, in part, by the Treasurer on the coupons, and, in part, by a direct appropriation by the Legislature. At the end of that time the debt will have changed its form from an open account to a tangible security of seven per cent bonds, and the necessity for annual appropriations will no longer exist. I am satisfied that no more feasible practical plan for the settlement of this debt can be devised. It will not encroach to the extent of a dollar upon the ordinary revenues of the State, nor add a dollar to its debt. It will operate lightly upon the debtor, and will be satisfactory to the creditor. By the close of the year eighteen hundred and fifty-seven, sales of School Land Warrants, under the Act of May third, eighteen hundred and fifty-two, had entirely ceased. Purchasers were no longer willing to pay two dollars (\$2) per acre for land to the State, when they could buy the same lands from the United States at one dollar and twenty-five cents (\$1 25) per acre.

To meet this difficulty, an Act was passed April twenty-third, eighteen hundred and fifty-eight, "for the location and sale of the unsold portions of the five hundred thousand acres of land donated to the State for School purposes, and the seventy-two sections donated for the use of a Seminary of Learning."

The lands were to be sold for one dollar and twenty-five cents (\$1 25) per acre, and if the purchaser preferred, he could pay down twenty per cent of the principal, and ten per cent interest upon the remainder, in advance. For the unpaid principal, he is allowed as long a credit as he against any person (not exempt) who shall neglect to pay the amount due by him upon a rate bill made out by the Board of Trustees, and recover the same in the manner prescribed for the recovery of any other sum or debt due upon a judgment obtained in a Justice's Court, with costs of suit. If the Trustees fail to bring suit, they should be made personally responsible to the Teacher for the amount due upon such rate bills as they may have failed to recover in the manner provided.

EXAMINATION OF TEACHERS.

The recent law, providing for State and County Boards for the examination of Teachers works well. It has already effected an improvement, and it is well calculated to elevate the standard of the teaching profession, and gradually to rid the Schools of the ignorant and incompetent who have, in too many instances, succeeded in foisting themselves upon confiding Trustees.

The County Board of Examination is composed of the County Superintendent and at least three qualified Teachers or citizens, selected by him.

In practice, the Board meets periodically—usually once in three months.

It is impossible to call a meeting of the Board every time a single applicant asks for a certificate, and yet occasions frequently occur where it is important that a Teacher should be examined at once. He may have been appointed to a School, and he cannot take charge of it until he has received a certificate. If this occur a short time after the regular meeting of the Board, he is compelled to wait nearly three months before he *can be examined and obtain a certificate*. In consequence, the Trustees

who have engaged him must postpone the opening of their School, or obtain another Teacher who has a certificate.

The law in this works a hardship which it is easy to remedy. I recommend that it be so amended as to provide, that if it be not possible or convenient to convene a full Board of Examination between the regular quarterly meetings of the Board, the County Superintendent shall have power to examine any applicant, and grant a certificate of qualification, to remain in force until the next regular meeting of the Board, and no longer.

The Teachers composing the Board are often called from distant parts of the county. They are compelled to pay their own travelling expenses, and their board for some days, while absent from home. This is a heavy tax upon the small salary usually paid in the rural districts. It is but just that they should be allowed a reasonable compensation for their services. I recommend, therefore, that the law be so amended as to provide that the Teachers selected to form a Board of Examination shall be entitled to receive the sum of five dollars (\$5) per day for every such examination, to be paid out of the General Fund of the county, upon the recommendation of the County Superintendent.

Such a law is warmly urged by a number of the ablest and most experienced County Superintendents, and with them I heartily concur.

A UNIFORM SERIES OF TEXT BOOKS.

At the risk of appearing importunate, the State Superintendent renews his recommendation that authority be conferred on the State Board of Education to prescribe a uniform series of text books to be used in the Public Schools of the State. The evils of the present, the advantages of the proposed, system have been so frequently explained, that repetition would be useless.

The measure is recommended by a vote of the State Educational Convention, in session in September last.

That Convention, after full investigation and protracted discussion, agreed upon a series of books, and recommended that they should be introduced into all the Schools of the State. The judgment of so large and intelligent a body of experts is entitled to great consideration, but there is no means of enforcing their recommendation. The State Board of Education will, doubtless, be guided by the opinions of the Convention, and, if empowered, will prescribe only those books indorsed by it.

Care should be taken that the change be not too sudden—that the decision of the Board shall not be binding until a year or more after its promulgation—so as to give parties interested ample time to procure a full supply of the books prescribed.

TEACHERS' CERTIFICATES.

For the reasons set forth in my last annual report, I would again urge that the law be so amended as to obviate the necessity of the re-examination of Teachers every year.

At present, a certificate of qualification, granted by a Board of Examination, holds good for but one year. Its duration should be extended to at least two years.

SCHOOL LIBRARIES AND APPARATUS.

I again recommend the adoption of measures for procuring a library, and necessary apparatus, for every School District in the State. No system of Public School education can be thoroughly effective without these adjuncts.

●
STATE TEACHERS' INSTITUTE.

The second annual session of the State Educational Convention and Teachers' Institute, was held in the City of Sacramento, on the twenty-third of September last, and continued in session for five days.

The time was devoted to a discussion and illustration of practical questions of interest to the Educators of the State, and the effect was to elicit a large amount of valuable information—information which would probably have reached many of the Teachers in no other way. Even those who were not in attendance will receive the benefits of the Institute, through the very full printed report of its proceedings, distributed among all connected with the Schools.

Numerous letters have been received from intelligent friends of education, speaking in the highest terms of the value of the little work containing the proceedings of our former Institute, and the effect it has had in animating the Teachers, and in furnishing them with many new ideas, and many new modes of reaching the understanding of their pupils. One of our most experienced and zealous County Superintendents writes :

“Were not my report already too lengthy, I would like to speak of the high opinion I entertain of the State Teachers' Institute and Educational Convention, held in San Francisco. In them I find many gems to arouse the mind to reflection, and many valuable hints and suggestions worthy the study of every Teacher, whether old or young ”

Another County Superintendent, active and earnest, writes :

“I wish you would send me a large supply of the ‘Reports of the Teachers' Institute and Convention.’ I wish to furnish every one who may teach in this county during the next year, with a copy. I consider them invaluable, and I shall say to our Teachers that they cannot study them too much. It is certain that great service has been done the State by the publication of these reports.”

It is expected that the proceedings of the Institute of eighteen hundred and sixty-two, just distributed, will be found equally valuable. The Institute is no longer an experiment. It has more than fulfilled all that the Superintendent claimed for it in his first appeal, in its behalf, to the Legislature. It has imparted vitality to Teachers; it has created an *esprit du corps*; it has stimulated the backward to efforts that may place them on an equality with their more favored associates; it has called public attention to their efforts; it has given them a higher place in public estimation, and, by a natural reaction, it has stimulated and promoted the organization of auxiliary Institutes in most of the important counties of the State.

I commend it to the fostering care of the Legislature.

THE STATE NORMAL SCHOOL.

I refer you to the detailed report of the Trustees of this School, for particulars of its organization and progress.

It opened under favorable auspices, and has continued to increase in public favor as its merits and advantages have become known.

I do not hesitate to affirm that such an institution is indispensable to the successful working of the system of Public School education, and I do, therefore, most earnestly commend it to your favorable consideration. I respectfully recommend that an appropriation of six thousand dollars (\$6,000) be made for its support during the year eighteen hundred and sixty-three.

The amount will be returned a hundred fold in the increased efficiency of our Public Schools.

STATE AGRICULTURAL SCHOOL.

By Act of July second, eighteen hundred and sixty-two, Congress granted to each State a quantity of land equal to thirty thousand acres for each Senator and Representative in Congress, for the establishment and maintenance of a College of Agriculture and the Mechanic Arts. Under this law, California is entitled to one hundred and fifty thousand acres, which, at the current rate of one dollar and twenty-five cents (\$1 25) per acre, will realize one hundred and eighty-seven thousand five hundred dollars (\$187,500.) This sum, invested in State seven per cent bonds, will yield thirteen thousand one hundred and twenty-five dollars (\$13,125) per annum, amply sufficient to justify an immediate organization of the College.

The law requires that all moneys derived from the sale of the lands thus granted, shall be invested in safe stocks, yielding not less than five per cent per annum; and "that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, and the interest of which shall be inviolably appropriated to the endowment, support, and maintenance, of at least one College, where the leading object shall be, without excluding other scientific and classical studies, *and including military tactics*, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

A number of conditions are imposed by the law; among them, that "No State shall be entitled to the benefits of this Act, unless it shall express its acceptance thereof by its Legislature within two years from the date of its approval by the President."

I recommend that the requisite Act of acceptance be immediately passed by your honorable body.

As to the mode of selection of these lands, it is provided that the quantity to which each State is entitled shall be selected from the public lands within the limits of the State, subject to sale at private entry at one dollar and twenty-five cents (\$1 25) per acre.

The immediate passage of a law for the selection of these lands is respectfully recommended.

It is unnecessary for the Superintendent to enlarge upon the value of this grant, and the great importance of providing a College for the dissemination of knowledge upon agriculture and the mechanic arts.

It is sufficient to say that California *must* establish the College, or forfeit the grant; and the sooner, therefore, steps are taken to this end, the better.

On the first of July, eighteen hundred and sixty-two, the State failed to pay to the School Fund the interest due on that day, amounting to seventeen thousand one hundred and forty-seven dollars and twenty cents, (\$17,147 20.) On the first of January, eighteen hundred and sixty-three, she again failed to pay the semi-annual interest, amounting to sixteen thousand six hundred and forty-three dollars and twenty-five cents (\$16,643 25.)

She is now, therefore, in arrears to the School Fund to the amount of thirty-three thousand seven hundred and ninety dollars and forty-five cents (\$33,790 45.)

The following correspondence will furnish a full explanation of these repeated failures:

[The State Superintendent to the Controller.]

DEPARTMENT OF INSTRUCTION,

May 14th, 1862. }

To Hon. G. R. WARREN,
Controller of State:

DEAR SIR:—The last Legislature [of eighteen hundred and sixty-one] neglected to make the usual appropriation for the payment of the interest due by the State to the School Fund for the *current* fiscal year [ending June thirtieth, eighteen hundred and sixty-two.]

In the Deficiency Bill just passed, [approved May fourteenth, eighteen hundred and sixty-two] this omission has been repaired, and the sum of thirty-four thousand dollars (\$34,000) has been appropriated for the payment of said interest. Of this amount, one half (seventeen thousand dollars) was due and payable in January last, and may be now apportioned, but as the regular semi-annual apportionment of the State School Fund will be made in about one month from date, I have concluded to wait until that time, to apportion the whole thirty-four thousand dollars (\$34,000.)

You will of course see that the requisite amount is transferred to the School Fund in time to meet my orders on you in favor of the County Treasurers. I allude to the subject thus early, lest, perchance, it may have escaped your attention, and that you may have full time to make all necessary arrangements.

I am, very respectfully,

ANDREW J. MOULDER,
Supt. Public Instruction

[Reply of Controller to State Superintendent.]

OFFICE OF CONTROLLER OF STATE,

Sacramento, May 17th, 1862. }

Hon. A. J. MOULDER,
Superintendent of Public Instruction:

DEAR SIR:—Your communication of the fourteenth instant has been duly received. In answer, I regret to inform you that it will not be pos-

sible to transfer from the General Fund to the School Fund (in time to apportion the amount by the first of July, eighteen hundred and sixty-two) the appropriation made by the late Legislature [of eighteen hundred and sixty-two] for the payment of the interest due by the State to the School Fund—that appropriation being thirty-four thousand dollars (\$34,000) for last year, and the same amount for the present.

The reason is, that there is no money in the General Fund from which to make such transfer. The late Controller, my predecessor, having, in December last, placed in the General Fund a very large amount which should have been apportioned to the Interest and Sinking Fund, Swamp Land, and other Funds, it will require all the money now being received from the various counties to the General Fund, and all that will be likely to accrue to that Fund, from all sources, to the first of July next, [eighteen hundred and sixty-two], to repay to said Funds their apportionment due upon payments made in December last [eighteen hundred and sixty-one.] As a matter of course, there will be no money in the General Fund applicable to a transfer of the appropriation for the benefit of the School Fund.

I have the honor to be, very respectfully,

Your obedient servant,

G. R. WARREN,
Controller.

[State Superintendent to Controller.]

DEPARTMENT OF INSTRUCTION,
May 26th, 1862. }

To Hon. G. R. WARREN,
Controller of State :

DEAR SIR:—Your favor of the seventeenth instant, informing me “that it will not be possible to transfer from the General Fund (in time to apportion the amount by the first of July) the appropriation made by the last Legislature for the payment of the interest due by the State to the School Fund,” came duly to hand.

Before commenting upon this statement, permit me to correct an error into which you seem to have fallen. You say “the appropriation made by the Legislature is thirty-four thousand dollars, (\$34,000) for last year, and the same amount for the present [meaning current] year.” No appropriation was made for last fiscal year. The thirty-four thousand dollars (\$34,000) is due for interest during the *current* fiscal year, ending June thirtieth, eighteen hundred and sixty-two, and that is the only amount subject to apportionment in June next, appropriated by the last Legislature. From your communication, I infer that you do not consider it your duty to report this thirty-four thousand dollars (\$34,000) on the tenth of June next, as subject to apportionment. From this view, I respectfully dissent. Omitting surplusage, section nine of the School Law, passed May third, eighteen hundred and fifty-five, which regulates proceedings in this matter, declares :

Sec. 9. The State Controller shall * * * report to the Board of Education * * * a particular statement of the moneys in the Treasury, accruing on or before the first day of July. * * * *from the interest or income of the Common School Fund, or from State taxes, or appropriations, or from any other source, for the support of Common Schools.*

The interest due to the School Fund accrues on the first of July, and therefore this interest (thirty-four thousand dollars) should be reported to the State Board of Education.

You say, "It will require all the money now being received from the various counties into the General Fund, and all that will be likely to accrue to that Fund from all sources to the first of July next, to repay to said funds [meaning the Interest and Sinking Fund, Swamp Land, and other funds] their apportionment due upon payments made in December last." In other words, the General Fund is indebted to sundry Funds. It is also indebted to the School Fund. Why should the before mentioned funds be preferred to the School Fund—and most especially, why should the Swamp Land Fund be so preferred? At least seventeen thousand dollars (\$17,000) of the thirty-four thousand dollars (\$34,000) was due to the School Fund in December last. The whole thirty-four thousand dollars (\$34,000) is due for interest, and it is just as necessary for the protection of the State's credit that this interest should be paid, as the interest upon our State bonds. In fact, in contemplation of law, the debt due from the State to the School Fund exists in the shape of State seven per cent bonds. The law providing for the sale of the School Lands, directed that the proceeds should be invested in bonds, which should be held as a special deposit by the Treasurer, and the interest thereon regularly paid to the Schools, just as if said bonds were held by private individuals.

The State officers failed to comply with this law, and no such bonds exist in reality, but each succeeding Legislature has recognized their existence by making an appropriation to pay the interest. I submit that the State is as much dishonored—that she is practically as much guilty of repudiation—if she neglects to pay the interest due upon her bonds belonging to, or in contemplation of law, belonging to the School Fund, as if she neglected the payment of interest upon her bonds held by Wells, Fargo & Co. This consideration should make the School Fund preferred to *all other Funds*, excepting the Interest Fund, and not excepting the Sinking Fund.

Section seven of the law before quoted, declares that "all School moneys due each county in the State, shall be paid over by the State Treasurer to the County Treasurers on the first day of * * * July, of each year, *or as soon thereafter as the County Treasurers may apply for the same*, upon the warrant of the Controller of State," etc.

Now, it is undoubtedly true that this thirty-four thousand dollars (\$34,000) will be due the several counties of the State on the first of July next, and the law declares it shall be paid.

But, even granting that it shall be impossible to place this thirty-four thousand dollars, (\$34,000.) in cash, in the School Fund, by the first of July next, I submit that the proper course is still to report that amount subject to apportionment. I can then issue my order on the Controller in favor of the County Treasurers, but before the money can be drawn, the Controller must issue his warrant upon the Treasurer. When the order is presented by a County Treasurer, let the Controller

inform him, if the fact be so, that there is no cash in the Fund to meet it, and decline to issue the warrant. In other words, let the order of the Superintendent of Public Instruction be considered an audited account, and when presented for payment, let it be treated as an account audited against any other Fund—that is, let it be registered, and the County Treasurer holding it be informed that the warrant for the amount will be issued as soon as there is cash in the Fund to meet it, and not before.

I submit that it would be a gross injustice to the Schools to refuse them the privilege of recording audited accounts within the limits of the appropriation made for their benefit. That appropriation includes the thirty-four thousand dollars (\$34,000) for interest. I trust you will see proper to take this view of the question, even if you insist on paying the debt due to the Swamp Land Fund before that due the School Fund.

I am, very respectfully,

ANDREW J. MOULDER,
Supt. Public Instruction.

The Controller finally compromised by reporting one half of the amount due, as will be seen from the following extract from his letter of June tenth, eighteen hundred and sixty-two, to the State Board of Education :

“ — Balance of said sum is derived as follows : seventeen thousand one hundred and forty-seven dollars and twenty cents, (\$17,147 20), being one half of the appropriation (thirty-four thousand two hundred and ninety-four dollars and forty cents) made by the last Legislature [of eighteen hundred and sixty-two] as deficiency for the support of Schools for thirteenth fiscal year [ending June thirtieth, eighteen hundred and sixty-two.] The whole of said appropriation would have been placed to the credit of the School Fund, but there is not sufficient money in the General Fund to admit of a transfer of the whole amount, at this time.”

With this the State Board of Education were forced to be content, and they appended a note to the printed abstract of the apportionment, made June fourteenth, eighteen hundred and sixty-two, explaining the facts.

In November, the State Superintendent addressed the following to the Controller :

DEPARTMENT OF INSTRUCTION,
November 11th, 1862. }

To Hon. G. R. WARREN,
Controller of State :

DEAR SIR :—Permit me to call your attention to the necessity of reporting to me, at the earliest possible moment, the seventeen thousand one hundred and forty-seven dollars and twenty cents, (\$17,147 20,) due the School Fund on the first of July, eighteen hundred and sixty-two, as per Act of May fourteenth, eighteen hundred and sixty-two, in order that I may apportion the same among the several School Districts of the State thereto entitled. The County Treasurers will shortly pay a large amount of money into the Treasury, and I respectfully urge that this seventeen thousand one hundred and forty-seven dollars and twenty cents

(\$17,147 20) be placed to the credit of the School Fund out of the first moneys received.

It is important that this back debt be not incorporated with the amount you will report on or about the tenth of December, subject to apportionment. This debt must be apportioned by me separately. It is, by law, applicable to the payment of debts contracted by the schools prior to the close of the school year ending October thirty-first, eighteen hundred and sixty-two—and there are many such debts, incurred upon the expectation of the receipt of this money from the State—while the funds which you may on the tenth of December report subject to apportionment, cannot be used for the payment of debts contracted prior to October thirty-first, eighteen hundred and sixty-two. (See section seven of Amendatory School Law, passed April twenty-eighth, eighteen hundred and sixty.)

There is another conclusive reason why this seventeen thousand one hundred and forty-seven dollars and twenty cents (\$17,147 20) should be reported and apportioned sooner than the regular semi-annual apportionment of the amount to be reported by you on the tenth of December.

The School Fund was apportioned, about the twentieth of December, eighteen hundred and sixty-one, among those School Districts—and those alone—which had maintained a Public School for three months during the year ending October thirty-first, eighteen hundred and sixty-one, and this apportionment was based upon the the census of such Districts, taken in the month of October, eighteen hundred and sixty-one. The apportionment in June, eighteen hundred and sixty-two, in which apportionment this seventeen thousand one hundred and forty-seven dollars and twenty cents (\$17,147 20) should have been included, was based upon the same census as that of December eighteen hundred and sixty-one, and was made for the benefit of the same Districts. Now, the apportionment of the amount to be reported by you in December next will be based upon the census taken in October, eighteen hundred and sixty-two.

Many new Districts have maintained schools during the year ending October thirty-first, eighteen hundred and sixty-two, which will be entitled to a *pro rata* of the funds distributed in December, but not to any portion of the seventeen thousand one hundred and forty-seven dollars and twenty cents, (\$17,147 20) due in June last. Moreover, the schoolable children of the old Districts have been increased, in most instances, by the census of eighteen hundred and sixty-two, so that the basis of distribution and the ratio of apportionment will not be the same in December as they were in June last. If I have been sufficiently clear, you will understand the importance of apportioning this seventeen thousand one hundred and forty-seven dollars and twenty cents (\$17,147 20) before, and separately from, the regular semi-annual apportionment in December next. I cannot apportion it until you report the amount subject to my order, and hence the object of this communication is to request that you will make such report, at latest, before the close of this month.

Be kind enough to inform me whether this can be done, as I am in the receipt of numerous communications from School Districts entitled to a share of this money, inquiring when they may expect to receive it.

I am, very respectfully,

ANDREW J. MOULDER,
Sup. Public Instruction.

[Reply of Controller to State Superintendent.]

OFFICE OF CONTROLLER OF STATE,
Sacramento, November 12, 1862. }

Hon. A. J. MOULDER,
Supt. Public Instruction:

DEAR SIR:—Your letter of the eleventh instant is received, and duly noticed.

With due deference to your argument, I cannot see why the Schools should have preference over other creditors of the State, who have been waiting long for their money. I cannot report this amount (seventeen thousand one hundred and forty-seven dollars and forty cents) unless the same is in the General Fund at the time of making the report, and as such is not the case now, I must decline to report it until the regular report, to be made in December next.

Very respectfully,

G. R. WARREN,
Controller.

On the twenty-fourth of December, the following was received, being the regular semi-annual report of the funds belonging to the School Fund subject to apportionment:

OFFICE OF CONTROLLER OF STATE,
Sacramento, December 10th, 1862. }

To the Hon. THE STATE BOARD OF EDUCATION:

GENTLEMEN:—In conformity with law, I herewith submit semi-annual statement of the securities and moneys belonging to the School Fund:

Amount of semi-annual interest (due January 1st, 1863.) on Civil Bonds of this State, purchased under the Act of April 23d, 1858.....	\$4,200 00
Amount received as "interest" from sales of State School Lands, and one half of amount derived from sales of "Poll Tax Receipts".....	60,793 69
Total amount subject to apportionment.....	\$64,993 69

Sixty-four thousand nine hundred and ninety-three dollars and sixty-nine cents.

In consequence of very heavy and pressing demands, by creditors of the State, who have accounts payable out of the General Fund, which have been due and payable now more than a year, I find it impossible, at present, to transfer from said General Fund to the School Fund any part of the amount appropriated by the last Legislature for interest on Civil Fund Warrants, held by the State Treasurer in trust for the School Fund.

I remain, very respectfully,

Your obedient servant,

G. R. WARREN,
Controller.

The amount appropriated by the last Legislature for the support of schools, which should have been included in the apportionment of December twenty-sixth, eighteen hundred and sixty-two, but which was not, "in consequence of very heavy and pressing demands by creditors of the State whose accounts have been long due," is thirty-three thousand seven hundred and ninety dollars and forty-five cents, (\$33,790 45,) made up as follows :

Interest due July 1st, 1862.....	\$17,147 20
Interest due January 1st, 1863.....	16,643 25
Total.....	\$33,790 45
Amount apportioned December 26th, 1862.....	65,038 50
Amount that should have been apportioned.....	\$98,828 95

I feel assured that a simple statement of the case will be sufficient to induce your honorable body to take instant and effectual measures for the payment of this debt of the Schools.

All of which is respectfully submitted.

ANDREW J. MOULDER,
Sup't Public Instruction.

DEPARTMENT OF INSTRUCTION,
December 31st, 1862. }

STATISTICAL TABLES.

EXHIBIT OF THE CONDITION OF THE PUBLIC SCHOOLS
During the Year ending October 31, 1892.

COUNTIES.	Number of Children between four and eighteen years of age.			Number of Children under four years of age.			Total number of Children of all ages under twenty-one years.			Number of School Districts.			Total number of Girls taught in the County.			Total number of Boys taught in the County.			Average number of Pupils in daily attendance.			Total number of Children attending Schools.			Number of Deaf and Dumb, irrespective of age.			Number of Blind, irrespective of age			Number built of Adobe.			Number built of Wood.			Number built of Brick			Number of Schools		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Alameda	1,178	1,022	2,200	1,530	1,521	3,051	3,799	3,788	7,587	2	2	4	2,033	1,974	4,007	474	511	985	511	511	1,022	885	885	22	22	44	22	22	44	22	22	44	22	22	44	22	22	44	22	22	44	
Amador	112	82	194	81	71	152	2,498	2,488	4,986	2	2	4	1,233	1,174	2,407	538	573	1,111	573	573	1,146	442	442	26	26	52	26	26	52	26	26	52	26	26	52	26	26	52	26	26	52	
Battle	87	81	168	81	71	152	2,498	2,488	4,986	2	2	4	1,233	1,174	2,407	538	573	1,111	573	573	1,146	442	442	26	26	52	26	26	52	26	26	52	26	26	52	26	26	52	26	26	52	
Calaveras	1,015	943	1,958	1,530	1,521	3,051	3,799	3,788	7,587	14	14	28	2,102	2,043	4,145	424	392	816	392	392	784	321	321	17	17	34	17	17	34	17	17	34	17	17	34	17	17	34	17	17	34	
Colusa	261	227	488	227	191	418	754	754	1,508	14	14	28	397	351	748	165	133	298	133	133	266	103	103	13	13	26	13	13	26	13	13	26	13	13	26	13	13	26	13	13	26	
Contra Costa	874	782	1,656	1,530	1,521	3,051	3,799	3,788	7,587	17	17	34	1,751	1,692	3,443	385	369	754	369	369	738	300	300	21	21	42	21	21	42	21	21	42	21	21	42	21	21	42	21	21	42	
Del Norte	81	75	156	75	69	144	232	232	464	4	4	8	144	138	282	56	55	111	55	55	110	30	30	3	3	6	3	3	6	3	3	6	3	3	6	3	3	6	3	3	6	
El Dorado	1,521	1,530	3,051	1,530	1,521	3,051	4,443	4,443	8,886	37	37	74	2,543	2,484	5,027	829	822	1,651	822	822	1,644	725	725	37	37	74	37	37	74	37	37	74	37	37	74	37	37	74	37	37	74	
Fresno	40	56	96	56	71	127	186	186	372	3	3	6	80	70	150	9	10	19	10	10	20	13	13	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	
Humboldt	888	810	1,698	810	751	1,561	1,908	1,908	3,816	6	6	12	707	648	1,355	326	322	648	322	322	644	168	168	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	
Klamath	32	32	64	32	32	64	68	68	136	1	1	2	88	88	176	20	12	32	12	12	24	12	12	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	
Lake	180	179	359	179	179	358	571	571	1,142	5	5	10	313	313	626	157	129	286	129	129	258	106	106	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	

City	7	5,308	1,200	1,180	2,390	837	163	2,606	1	4	666	163	401	265	10	2	3
Los Angeles	11	932	333	803	636	277	37	578	2	.....	250	182	131	118	12	.....	3
Marin	7	1,469	490	389	879	560	30	1,010	2	.....	370	234	195	132	14	.....	1
Mariposa	13	1,151	415	323	740	377	37	723	1	.....	308	229	238	170	14	.....	14
Mendocino	4	431	143	124	267	155	9	227	.....	.....	140	95	80	60	5	.....	5
Mered	1	91	34	19	53	39	2	30	.....	.....	27	22	19	8	1	.....	1
Monterey	2	2,203	867	728	1,593	549	59	1,055	5	1	492	271	317	175	8	.....	2
Napa	16	1,907	621	665	1,287	632	78	1,177	1	.....	619	322	358	281	16	.....	14
Nevada	20	4,598	1,270	1,187	2,437	1,750	81	2,522	1	1	824	502	449	375	22	1	.....
Nevada	25	2,672	903	885	1,780	797	89	1,614	2	2	989	576	514	473	25	.....	22
Placer	3	660	237	222	459	189	12	394	.....	.....	82	51	49	35	3	.....	1
Plumas	40	5,565	2,007	2,148	4,415	1,969	181	3,692	3	4	2,637	1,498	1,488	1,170	53	4	47
Sacramento	9	1,431	511	440	960	428	43	853	.....	.....	465	217	259	226	8	.....	4
San Bernardino	1	427	163	186	345	57	25	427	.....	.....	31	30	14	20	1	.....	1
San Diego	1	22,942	6,283	6,702	12,983	9,050	898	13,282	32	22	8,203	3,766	4,308	3,893	21	6	13
San Francisco	41	4,820	1,700	1,369	3,169	1,476	175	2,523	4	34	2,070	1,181	1,172	898	49	1	43
San Jose	2	981	354	281	733	230	16	948	.....	.....	75	34	42	53	2	.....	2
San Luis Obispo	10	1,194	381	410	791	360	23	920	1	2	329	203	174	155	10	.....	10
San Mateo	3	1,745	639	638	1,277	390	78	1,722	2	.....	187	112	113	74	4	1	2
Santa Barbara	32	5,373	1,880	1,670	3,564	1,594	215	3,465	4	2	1,327	776	918	690	37	2	39
Santa Clara	8	2,136	744	727	1,471	611	54	1,688	.....	.....	507	285	290	307	11	.....	8
Santa Cruz	18	1,481	478	514	902	400	29	758	.....	.....	502	354	221	281	18	.....	18
Shasta	10	1,412	889	571	760	607	45	881	.....	.....	417	250	254	101	11	.....	16
Sierra	13	1,258	399	348	738	484	36	806	1	2	384	206	215	169	13	.....	13
Sierraville	18	3,466	1,120	1,029	2,149	1,220	97	2,054	3	.....	969	452	502	437	17	1	34
Solano	53	5,923	1,991	1,841	3,833	1,865	232	3,527	5	2	2,170	1,267	1,208	982	53	1	51
Sonoma	4	678	214	195	409	249	20	432	3	.....	171	80	89	81	4	.....	3
Stanislaus	12	1,213	417	351	768	421	28	701	1	3	365	211	211	151	13	1	12
Butter	8	863	308	259	567	273	23	424	1	.....	311	173	183	128	6	2	4
Tehama	6	579	152	149	301	205	13	331	.....	.....	190	140	79	111	7	.....	6
Trinity	3	1,247	424	398	822	382	43	632	1	2	321	156	181	140	6	.....	5
Tulare	10	2,988	912	836	1,771	1,137	80	2,157	.....	.....	1,010	437	375	435	11	2	8
Tuolumne	21	2,683	727	655	1,382	612	91	1,103	4	.....	908	409	501	407	24	2	21
Yolo	19	2,379	980	909	1,860	1,000	101	1,686	1	2	990	491	614	370	23	2	16
Totals	630	114,668	37,310	35,511	72,621	38,127	3,720	70,734	94	95	36,566	19,262	20,092	10,474	715	31	629

EXHIBIT OF THE CONDITION OF THE PUBLIC SCHOOLS—Continued.

During the Year ending October 31, 1892.

COUNTIES.	Grade of Schools.	Number months during which Schools were kept open.	Average duration of School Session—months..	Size of Schools.	Number of Private Schools...	Number of pupils in Private Schools.....	Public School Teachers. Males..... Females.....	How many design to make teaching a permanent profession	Average salary per month paid Teachers.....	Average of Teacher's experience—years.....	Average age of Teachers—years.....
Alameda	Primary.....	1	7 1-3	Less than 25 pupils....	8	263	21	8	8302 65	6 1-12	27 1-2
Alameda	Mixed	7	1 0	Over 25 and less than 50 pupils...	7	75	21	11	15 67 40	2 2-3	28 1-2
Alameda	Intermediate.....	18	3 5	Over 100 and less than 200 pupils.	10 11	34	14	10	18 63 75	3 1-5	24
Alameda	Grammar.....	11	2 6 1-2	Over 50 and less than 100 pupils..	13	1	16	8	8 70 61	5 1-4	30
Alameda	High.....	3	1 4	Less than 25 pupils....	10 11	23	12	6	5 45 99	5 1-2	25 1-2
Alameda	Primary.....	1	1 3 1-4	Over 25 and less than 50 pupils...	7	12	1	2	5 53 12	2	26
Alameda	Mixed	11	5	Over 100 and less than 200 pupils.	1	1	1	2	50 00 4	3 3-4	23 1-2
Alameda	Intermediate.....	12	6 1-2	Over 50 and less than 100 pupils..	17 12	125	30	16	20 62 51	3 3-4	27
Alameda	Grammar.....	1	1 9	Less than 25 pupils....	1	3	1	1	1 66 66 10	30	17 7-12
Alameda	High.....	1	1 4	Over 25 and less than 50 pupils...	6	1	5	5	3 50 00 2	11 7-12	17 7-12
Alameda	Primary.....	2	4	Over 100 and less than 200 pupils.	1	1	1	1	65 00	2	17 7-12
Alameda	Mixed	1	4	Over 50 and less than 100 pupils..	1	1	1	1	58 57	2 5-6	29 5-6
Alameda	Intermediate.....	2	5	Less than 25 pupils....	2	100	11	5	13 77 50	4 2-3	33 2-3
Alameda	Grammar.....	1	6	Over 25 and less than 50 pupils...	4	90	8	8	8 37 70	3 1-2	27 1-2
Alameda	High.....	2	7	Over 100 and less than 200 pupils.	6	3	5	6	4 65 00	7 2-4	29 2-3
Alameda	Primary.....	1	2 7	Over 50 and less than 100 pupils..	2	3	3	3	4 65 00	7 2-4	29 2-3
Alameda	Mixed	1	2 7	Less than 25 pupils....	2	3	3	3	4 65 00	7 2-4	29 2-3
Alameda	Intermediate.....	1	2 7	Over 100 and less than 200 pupils.	2	3	3	3	4 65 00	7 2-4	29 2-3
Alameda	Grammar.....	1	2 7	Over 50 and less than 100 pupils..	2	3	3	3	4 65 00	7 2-4	29 2-3
Alameda	High.....	1	2 7	Less than 25 pupils....	2	3	3	3	4 65 00	7 2-4	29 2-3

Mendocino	4	10	11	1	2	.....	.....	.....	3 1-2	8	6	.....	.....	.....	12	4	5	51 82	3 1-12,30 1-3
Merced.....	2	3	2	2	.....	.....	.....	.....	1 5 1-5	1	4	.....	.....	.....	5	2	3	58 33	4 3-4 26
Mono.....	1	.....	1	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	1	...	72 00	9 28
Monterey.....	5	3	1	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	2	7	56 62	6 28
Napa.....	11	5	4	4	3	2	.....	.....	6 1-5	2	.....	.....	.....	.....	.....	6	9	50 14	5 2-7 27
Nevada.....	20	1	6	4	4	3	.....	.....	5 1-4	4	9	.....	.....	.....	.....	10	10	71 13	5 33
Placer	12	13	4	8	2	7	.....	.....	6 1-6	4	9	.....	.....	.....	.....	15	13	60 32	7 1-2 32
Plumas.....	3	.....	.....	.....	2	.....	.....	.....	7	1	2	.....	.....	.....	.....	1	.....	75 00	5 26
Sacramento.....	1	19	4	19	.....	10	.....	.....	6 3-4	22	22	.....	.....	.....	.....	34	34	65 58	4 1-2 30 7-12
San Bernardino.....	4	3	1	2	3	1	.....	.....	5 3-4	1	3	.....	.....	.....	.....	.....	6	52 61	9 1-2 37
San Diego.....	.....	1	.....	.....	.....	1	.....	.....	8	.....	1	.....	.....	.....	.....	1	.....	65 00	1 21
San Francisco..	1	11	.....	.....	.....	.....	.....	.....	10 1-4	21	.....	.....	.....	.....	.....	88	19	76 65	.....
San Joaquin.....	21	24	10	16	7	.....	.....	.....	5 1-2	9	23	.....	.....	.....	.....	16	17	60 34	3 1-2 26 1-2
San Luis Obispo.....	.....	2	.....	2	.....	.....	.....	.....	4 1-4	.....	.....	.....	.....	.....	.....	1	.....	52 50	4 1-2 36
San Mateo	9	1	.....	1	2	.....	.....	.....	8 2-5	5	6	.....	.....	.....	.....	8	4	50 20	4 1-2 31 2-3
Santa Barbara.....	1	2	1	1	1	.....	.....	.....	6 3-4	1	1	.....	.....	.....	.....	1	1	57 50	3 1-12 32 1-2
Santa Clara.....	18	13	9	4	8	7	.....	.....	6	9	10	.....	.....	.....	.....	21	18	57 00	5 2-3 28
Santa Cruz.....	4	7	.....	4	2	3	.....	.....	6 7-10	2	1	.....	.....	.....	.....	7	4	60 94	5 1-2 36
Shasta.....	.....	18	12	1	4	.....	.....	.....	4 2-3	1	3	.....	.....	.....	.....	11	12	41 00	3 5-6 25 1-6
Sierra.....	2	8	1	5	.....	5	.....	.....	5 2-3	.....	8	.....	.....	.....	.....	9	3	77 76	2 5-6 25 3-4
Siskiyou	7	9	6	6	1	.....	.....	.....	3 3-4	.....	5	.....	.....	.....	.....	5	2	60 94	3 1-3 25 1-2
Solano.....	9	8	3	4	5	.....	.....	.....	5 1-5	2	6	.....	.....	.....	.....	8	17	63 92	7 30
Sonoma.....	24	13	12	24	5	5	.....	.....	5	7	32	.....	.....	.....	.....	22	40	52 50	4 2-3 29
Stanislaus.....	1	3	.....	1	1	1	.....	.....	7 1-4	1	2	.....	.....	.....	.....	.....	4	66 00	2 1-2 26
Sutter.....	3	9	4	7	1	1	.....	.....	4 5-6	.....	8	.....	.....	.....	.....	2	6	52 35	3 26 1-4
Tehama.....	1	5	.....	5	.....	1	.....	.....	4 2-3	.....	2	.....	.....	.....	.....	1	7	58 08	1 3-4 25 1-6
Trinity.....	.....	6	.....	3	1	1	.....	.....	6	1	.....	.....	.....	.....	.....	6	3	75 55	3 2-3 26 1-3
Tulare.....	6	.....	2	1	1	.....	.....	.....	6 1-6	2	3	.....	.....	.....	.....	1	5	52 71	5 3-4 27 5-6
Tuolumne.....	1	8	1	7	1	.....	.....	.....	6 1-2	1	3	.....	.....	.....	.....	5	7	72 33	8 36 2-3
V	8	16	3	9	4	7	.....	.....	6	1	13	.....	.....	.....	.....	8	13	63 04	4 1-6 26 2-3
Yuba	16	2	6	4	2	3	.....	.....	6 4-5	8	11	.....	.....	.....	.....	17	5	68 45	4 2-3 25
	2 47 35	310	152	215	90	110	135	5 4-5	245	286	131	36	17	219	6,886	552	410	393	\$60 53	4 3-4 28 3-4

EXHIBIT OF THE CONDITION OF THE PUBLIC SCHOOLS—Continued.

During the Year ending October 31, 1862.

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COUNTIES.	Cost or Valuation of School-houses and Furniture.....	Amount of School Funds received from the State...	Amount of School Funds received from County Taxes.....	Amount raised in the County by Tax, Rate Bills, and private Subscriptions.....	Total Receipts for School Purposes.....	Total Amount Paid for Teachers' Salaries.....
Alameda.....	\$11,585 57	\$2,025 75	\$8,168 35	\$5,419 23	\$15,613 83	\$9,462 57
Amador.....	14,381 50	1,735 07	2,588 70	5,186 31	9,519 08	8,593 50
Butte.....	4,911 00	1,684 08	3,710 01	2,836 89	8,231 88	6,541 81
Calaveras.....	18,116 00	1,897 12	3,169 64	4,708 99	9,775 75	7,768 96
Colusa.....	2,525 00	395 76	4,610 86	531 34	2,537 46	2,342 66
Contra Costa.....	9,985 00	1,463 03	1,574 75	8,026 17	6,063 93	5,091 89
Del Norte.....	1,612 00	209 79	404 04	639 62	1,253 45	398 81
El Dorado.....	15,019 47	2,948 31	9,496 41	12,175 81	24,620 53	16,912 84
Fresno.....	.....	39 00	561 00	.....	600 00	600 00
Humboldt.....	3,550 00	697 18	924 46	1,330 73	2,952 37	2,627 63
Klamath.....	500 00	97 68	.....	176 32	274 00	260 00
Lake.....	1,675 00	545 35	59 08	1,512 62	2,117 00	1,570 00
Los Angeles.....	18,245 00	2,117 55	1,484 74	3,793 04	7,345 33	5,619 42
Marin.....	2,501 00	673 77	1,628 22	503 43	2,805 42	2,383 61
Mariposa.....	5,542 75	884 04	2,461 26	1,530 01	4,881 31	3,504 45
Mendocino.....	2,725 00	905 26	432 39	2,904 74	4,242 39	2,441 15
Merced.....	1,000 00	243 31	1,573 99	35 95	1,855 25	1,425 63

EXHIBIT OF THE CONDITION OF THE PUBLIC SCHOOLS—Continued.

During the Year Ending October 31, 1862.

COUNTIES.	Amount Expended in Erection or Repairs of School-houses.....	Amount Expended for School Libraries and Apparatus.....	Amount Expended for all other Purposes, including Rent, etc.....	Total Expenditures for School Purposes.....	COUNTY SUPERINTENDENTS.
Alameda.....	\$3,184 10	\$71 00	\$1,829 27	\$14,546 94	J. D. Strong.....
Amador.....	476 69	84 37	341 07	9,495 63	Samuel Page.....
Butte.....	1,382 82	77 50	229 75	8,231 88	S. B. Osbourn.....
Calaveras.....	1,412 28	66 66	472 86	9,720 76	Robert Thompson.....
Colusa.....	75 50	.....	47 00	2,465 16	Charles R. Street.....
Contra Costa.....	707 00	.....	.....	5,798 39	D. S. Woodruff.
Del Norte.....	703 00	.....	57 00	1,158 81	Charles N. Hinckley.....
El Dorado.....	4,170 48	181 19	1,073 07	22,337 58	M. A. Lynde.....
Fresno.....	.....	.....	.....	600 00	H. M. Quigley.....
Humboldt.....	83 98	.....	176 51	2,888 12	Wm. L. Jones.....
Klamath.....	.....	.....	14 00	274 00	J. H. L. Twambly.....
Lake.....	502 00	40 00	1 50	2,113 50	W. R. Mathews.....
Los Angeles.....	1,030 48	.....	111 75	6,761 65	John W. Shore.....
Marin.....	278 16	27 38	.....	2,689 15	James Miller.....
Mariposa.....	881 68	82 12	61 00	4,529 25	James R. McCready.....
Mendocino.....	1,260 00	44 60	72 00	3,817 75	E. R. Budd.....
Merced.....	19 00	.....	.....	1,444 62	R. B. Huey.....

Mono.....	770 67	.....	.....	.....	216 00	C. A. Niles.....
Monterey.....	786 69	.....	.....	61 00	5,070 03	.....
Napa.....	2,464 87	85 00	.....	46 25	5,332 49	A. Higbie.....
Novada.....	898 41	117 50	.....	42 50	12,549 01	J. A. Chittenden.....
Placer.....	.....	159 00	.....	146 71	9,723 84	A. H. Goodrich.....
Plumas.....	4,517 20	.....	.....	6 00	1,116 00	A. S. Titus.....
Sacramento.....	238 05	124 75	.....	4,248 49	38,812 68	F. W. Hatch.....
San Bernardino.....	.....	.....	.....	21 38	2,606 86	A. F. McKinney.....
San Diego.....	12,811 10	408 50	.....	40 00	560 00	George A. Pendleton.....
San Francisco.....	2,421 48	20 00	.....	48,702 17	134,567 35	George Tait.....
San Joaquin.....	.....	.....	.....	2,533 85	22,431 38	Cyrus Collins.....
San Luis Obispo.....	538 11	59 00	.....	150 75	565 75	Alexander Murray.....
San Mateo.....	145 42	51 50	.....	.....	4,601 98	W. C. Crook.....
Santa Barbara.....	095 98	140 00	.....	103 00	2,030 42	Pablo de la Guerra.....
Santa Clara.....	299 48	15 50	.....	850 85	17,372 90	S. S. Wiles.....
Santa Cruz.....	247 44	25 00	.....	33 00	5,030 98	D. J. Haslam.....
Shasta.....	947 75	25 00	.....	24 00	3,316 48	Grove K. Godfrey.....
Sierra.....	65 00	50 00	.....	290 88	6,183 94	Wm. C. Pond.....
Siakiyon.....	1,070 33	7 00	.....	49 00	3,319 50	Thomas N. Stone.....
Solano.....	1,676 05	42 00	.....	591 51	10,309 09	J. W. Hines.....
Sonoma.....	115 09	177 00	.....	491 02	19,038 30	Charles G. Ames.....
Stanislaus.....	36 00	5 00	.....	49 00	2,546 00	A. B. Anderson.....
Sutter.....	32 00	.....	.....	.....	2,479 50	J. E. Stevens.....
Tehama.....	101 00	30 00	.....	64 75	2,380 67	W. H. Bahney.....
Trinity.....	93 97	.....	.....	197 50	3,302 81	F. Walter.....
Tulare.....	906 20	50 00	.....	.....	2,823 39	T. O. Ellis, Jr.....
Tuolumne.....	1,000 10	.....	.....	197 99	6,789 95	Charles S. Pease.....
Yolo.....	279 15	8 50	.....	15 00	9,092 45	Henry Gaddis.....
Yuba.....	.....	.....	.....	1,046 38	12,990 53	W. C. Bolcher.....
Totals.....	\$49,274 62	\$2,225 57	\$50,479 76	\$441,228 97		

TOTAL AMOUNT OF STATE SCHOOL MONEYS

Apportioned during the Year 1862.

COUNTIES.	January Apportionment, 67,939 Children, at 61 cents each	July Apportionment, 67,939 Children, at 61 cents each	Total Amount.....
Alameda.....	\$912 50	\$1,113 23	\$2,025 73
Amador.....	839 50	1,024 19	1,863 69
Butte.....	759 00	925 08	1,684 08
Calaveras.....	935 00	1,110 70	2,045 70
Colusa.....	265 00	323 30	588 30
Contra Costa.....	639 00	805 08	1,444 08
Del Norte.....	94 50	115 29	209 79
El Dorado.....	1,291 50	1,575 63	2,867 13
Fresno.....	17 50	21 35	38 85
Humboldt.....	314 00	383 08	697 08
Klamath.....	44 00	53 68	97 68
Lake.....	142 50	173 85	316 35
Los Angeles.....	943 50	1,151 07	2,094 57
Marin.....	303 50	370 27	673 77
Mariposa.....	376 50	459 33	835 83
Mendocino.....	363 50	443 47	806 97
Merced.....	110 50	134 81	245 31
Monterey.....	745 50	909 51	1,655 01
Napa.....	552 00	673 44	1,225 44
Nevada.....	1,104 50	1,347 49	2,451 99
Placer.....	782 00	951 04	1,733 04
Plumas.....	163 00	198 86	361 86
Sacramento.....	2,187 00	2,668 14	4,855 14
San Bernardino.....	471 50	575 23	1,046 73
San Diego.....	155 00	189 10	344 10
San Francisco.....	6,658 00	8,122 76	14,780 76
San Joaquin.....	1,464 50	1,661 69	3,026 19
San Luis Obispo.....	260 00	324 52	584 52
San Mateo.....	354 50	432 49	786 99
Santa Barbara.....	622 00	758 84	1,380 84
Santa Clara.....	1,749 00	2,133 78	3,882 78
Santa Cruz.....	656 00	800 32	1,456 32
Shasta.....	440 00	530 80	970 80
Sierra.....	745 50	921 51	1,667 01
Siskiyou.....	328 00	400 16	728 16
Solano.....	941 00	1,148 02	2,089 02
Sonoma.....	1,794 00	2,188 68	3,982 68
Stanislaus.....	207 50	253 15	460 65
Butler.....	389 00	474 58	863 58
Tehama.....	281 50	343 43	624 93
Trinity.....	157 00	191 54	348 54
Tulare.....	430 00	524 60	954 60
Tuolumne.....	860 50	1,049 81	1,910 31
Yolo.....	631 00	769 82	1,400 82
Yuba.....	962 50	1,174 25	2,136 75
Totals.....	\$33,989 50	\$41,442 79	\$75,432 29

67,939 Children, at \$1 11 each, \$75,412 29.

APPENDIX.

REPORTS
FROM
COUNTY SUPERINTENDENTS.

AMADOR COUNTY.

SAMUEL PAGE.....Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR :—In compliance with instructions from your department, I submit the following report :

Notwithstanding the disadvantages we have labored under this year, we are enabled to report a better condition of the Common Schools of this county. Average length of term—six months; far less than it should be, yet an improvement on last year. Average attendance, about one third of the whole number enumerated between the ages of four and eighteen.

Districts.—There has been organized two new Districts, and one (Union Church) disorganized, which places our number at twenty-three. We would like to have large Districts if all could have the advantage of the Public School, but to give them this, we must have small Districts, consequently a shorter term and more expense to the patrons.

School-houses.—There has been one School-house built, and one is in process of erection; others have undergone needed repairs, and have been supplied with charts, outline maps, globes, and black boards; every School-house has one or more of the latter. We think the “movable planeisphere” far superior to the celestial globe for the study of astronomy. Every one that intends to teach should have one.

Grade of Schools.—Three Grammar, sixteen Mixed, and six Primary. In addition to Jackson and Ione Districts, Volcano has sustained two Schools a part of the year.

Teachers' Age and Experience.—Age of males, from twenty to sixty years; females, from seventeen to thirty; average about twenty-nine.

Average time of experience in School teaching, three and one seventh years; males, from three months to twenty-two years; females, from three months to six years.

Examination.—We have been present at several examinations which were a credit to Teachers and pupils concerned, and were witnessed by many patrons and friends of education. Reviews have been had in near or quite all of the Schools of the county, exhibiting steady progress.

Length of Term.—Schools have been sustained from three to nine and three fourths months. We are glad to find on examination that it exceeds the average of last year.

Finances of Schools.—We have received from the State one thousand seven hundred and thirty-five dollars and thirty-seven cents (\$1,735 37)—less than any year since eighteen hundred and fifty-eight; *I suppose our Legislature can account for this*; from the county, two thousand five hundred and eighty-eight dollars and seventy cents, (\$2,588 70,) and by rate bill and private subscription, five thousand one hundred and eighty-six dollars and thirty-one cents, (\$5,186 31,) an excess over State and county funds combined, of eight hundred and sixty-two dollars and twenty-eight cents (\$862 28.)

Total Receipts and Expenditures.—Total receipts for School purposes, nine thousand five hundred and ten dollars and thirty-eight cents (\$9,510 38;) expenditures, nine thousand four hundred and ninety-five dollars and sixty-three cents (\$9,495 63.)

Tax.—This year the county levy for School purposes has been doubled. We will reap the benefit of this in the coming year. It will not increase the proceeds from this county in the same proportion, as I see by the Assessor's returns we have over one half million *less* taxable property than last year. Fire and flood have caused great devastation with us. By the former, Jackson and a part of Sutter Creek and Volcano were laid in ruins—loss five hundred thousand dollars (\$500,000;) by the latter, as much more.

Improve Finances.—Empower the Board of Supervisors of each county to levy a tax sufficient, with that received from the State, to sustain a *Free School* in each District at least six months. It would work well with the law so amended as to require a legal term of six instead of three months, as the law now reads.

How Trustees perform their Duties.—Some perform their duties well and cheerfully; others, very indifferently. In some Districts the patrons have so much interest in their School, that nearly all are anxious to share the responsibilities of Trustees, and in others, they would hardly know who were Trustees, and the difference in the progress is in proportion. We are led to believe that a majority of the Trustees have an im-

- perfect record of their transactions.

Improvements Needed.—We need a State law to regulate the text books of our Common Schools; if this cannot be had, have one empowering the County Superintendent of each county to call a convention in his respective jurisdiction, and a majority of Teachers in convention assembled, to decide upon the kind of text books to be used in each respective county, and not subject to change under five years, unless by consent of three fourths of all of the county Teachers holding certificates less than one year from date. Districts not complying with the decision of the convention, to forfeit their *pro rata* of School Funds. We hope the School law will be so amended as to empower the County Superintendent to grant certificates to qualified applicants, such continuing in force only

until the first regular meeting of the County Board of Examiners thereafter in the county.

Every School District needs a library. We intend to have them if our legislators will give us a chance to decide upon the kind of text books to be used. Ione has a very good library of text books. Every School should be in possession of a copy of Webster's Unabridged Pictorial Dictionary, to be found at the Teacher's desk when in session, at other times taken charge of by the Trustees. For a text book, the academic or royal octavo size should be used. We found the dictionary studied as a text book in but one (Drytown) School; in this, and some three others, the Bible was read.

Writing.—The manner pupils are allowed to write in some of our Schools, proves far worse than useless. They should not be allowed to write at all without the position of hand and body were right; also, to be well practiced in the principles by free use of the black board.

We would like to see improvement in the methods of teaching orthography, reading, writing, and mental arithmetic. If the pupils are well grounded in these, they will surely succeed in the higher branches; without this, the foundation will be faulty. We believe the establishment of County Teachers' Institutes and Conventions will work a reform sooner than by most other means. Our first was convened on the thirtieth ultimo, at Jackson. It exceeded our expectations. We had a general attendance of Teachers, some few Trustees, and many friends of education. All participated in the exercises. Throughout the day, the best methods of instructing in the elementary branches were exhibited, and in the evening lectures were delivered on the subject of education. Under this head it would be useless to add more. We believe our defects would be mostly remedied if we had sufficient motive power—"money." Let us have it; we believe the people are ready and willing to grant it. Let us have *Free Schools* at least six months, and require a legal term of six, instead of three. The duty is imperative on the councils of county, State, and nation, to provide for the proper education of its youth, even as much as for the felon and indigent adult. Our tax would be light compared with that required in the future to provide for the necessary excess incurred from our former omission in not providing a liberal education.

I take this opportunity to return you my most sincere thanks for the aid you have rendered me in my official capacity, and we sincerely regret to part with your valuable services as State Superintendent of Public Instruction. You have done much for the cause of education in our fair young land, for which our youth owe you a debt of gratitude, though, perhaps, not realized now, but will be appreciated hereafter.

SAMUEL PAGE,
Sup't of Public Schools of Amador County.

CALAVERAS COUNTY.

ROBERT THOMPSON.....Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR :—There are a few matters connected with the subject of education of which I wish to speak, and although I have received no blanks for an appendix, I thought it might not come amiss to communicate to you with my annual report a few suggestions.

Our School system is a good one, and has been well started, but it is by no means perfect. We have made rapid progress, but it must of necessity take many years to make a School system what it should be in a new State. There are so many calls from other matters, that the Schools are liable to be neglected, or their improvement postponed to some future time. We now, however, have arrived to that age when our attention, as a State, should be turned more actively to our Schools. Our roads have been graded; our public buildings erected; our dwellings provided; and the many improvements incident to a new country have been generally made. The people of our State are, therefore, relieved in a great measure of those heavy burdens they have had to carry heretofore, and can now afford to do more for the rising generation.

The standing of our State for generations to come is to be fixed by us. It is for us to put it in the front rank, or let it fall to the tenth. Those to be educated by us will soon be in our places, managing the Schools of the State, and if we give them a good education, they will give their children a good education, and so on, and hence our efforts will continue to bless our State long after we shall have passed off the stage of action. But, on the other hand, if we neglect the education of those committed to our charge, and allow them to grow up in ignorance, they will consider education of a trifling value, and will allow their children to grow up also in ignorance, and our neglect will visit on the future unnumbered evils. The prosperity of our State does not so much depend on the amount of gold we dig, or grain we grow, as on the mental and moral standing of its inhabitants. There is no danger but a people will be prosperous and happy when the masses are well mentally and morally educated. Virtue and intelligence drive poverty and wretchedness from their presence. But poverty and wretchedness invade all lands where virtue and intelligence are not found. Intelligence governs the world, while virtue makes her deal out equal justice to all. Take virtue from intelligence, and you have a powerful ruler without a conscience. He has power, but is the more dangerous for it. Hence *moral* must go with *mental* culture. The two are the great foundations on which all must build, in order to be permanently prosperous and happy. Prosperity and happiness are sure to follow them wherever they travel, and if in our State we bequeath to the future generations prosperity and happiness, we must do it by sending intelligence and virtue to prepare the way. If we desire our children to be happy, we must teach them to be virtuous, for happiness depends on virtue; and if we wish them to be prosperous, we must make them intelligent, for prosperity arises from intelligence. What is true of an individual, will hold true of a State or nation. There is only one place where the masses can be fitted for

prosperity and happiness, and that is, in the Common School. There are a small part of our children who are taught moral lessons in the Sabbath School, but it is only a small portion, and even that small portion for only one hour a week; hence we must depend on our Common Schools for moral training, or the masses will not have it. If we depend upon parents alone, thousands will neglect their duty, and a moral pestilence will be in our land directly. We are driven to the Common School, turn which way we will. It is our only hope; hence its importance. It should have our first thought in the morning, and our evening prayer should be said for its success.

The Common Schools in California are doing their work only tolerably well. They should be made to do better, and I propose to speak briefly of a few improvements which I think would, if made, very materially aid them.

They should be *free* Schools. Outside a few cities we have no *free* Schools in the State. Parents have to pay from one to two dollars per month for rate bills for each scholar, in order to have the Schools continue long enough to amount to any thing. This is burdensome on parents who have large families, and large numbers are out of School in consequence. Counties should be compelled to levy a School tax of at least twenty-five cents on the hundred dollars, and be allowed to increase it to at least fifty cents. Only about one half of the expenditures for School purposes in Calaveras County are derived from the State and County. The balance comes by rate bills and contributions. The property of the man who has no children is enhanced in value and protected as much by education as that of the man who has a family of children, and why should not the property of the one pay as much as the other towards that education? I can see no reason, nor have I ever heard a good reason given. It seems to me a short sighted policy that withholds a liberal support from our Schools. States and nations that have well educated the masses, have arisen to eminence and power; while those nations wherein the masses have been neglected, have sunk to degradation and poverty. We find poverty and wretchedness confined almost exclusively to the ignorant. We never hear of starvation or great sufferings in the central portions of Europe, where all are educated by a tax levied on property; it is only in those parts where the Governments do not provide the means to educate the masses, and ignorance in consequence prevails. To reap all the benefits of *free* Schools, we must have *free* Schools. It cannot be done when they are only partially free. As well might the farmer expect a whole crop when he sows for only a half.

If we do not do liberally for our Common Schools, we must do liberally for our poor-houses and prisons. We have to expend for the latter now, large sums, but it is not to provide for those reared in School. If they had been well mentally and morally trained, they would not be in either poor-house or prison. If you find one in either who has had a good Common School education, it is an exception to the general rule. Do Prussia and Scotland furnish our poor-houses and prisons with inmates? If not, why? There is but one answer: the masses there are well educated. The experience of the past has clearly shown that Free Schools are a blessing to any State or nation. They keep the people on an equal footing. A democracy will soon run into an aristocracy when education is not general. Education gives power to its possessor, and if only a portion are educated, only a portion have that power, and will be sure to rule. In the countries where only a portion are educated, you

hear of large landed estates, and of lords and dukes; but where all are schooled, you find property more evenly distributed, and titles not so common.

I am sorry that at this late day we are compelled to enter into an argument to show that the property of the State should educate the children of the State. All must know that unless this is done, many will be deprived of an education, for it is the only certain way of making education general. Before our School system is effectual to do the work it was designed to do, it must be so changed that Schools can depend on property tax, and not on rate bills. The prosperity of our State can be more permanently promoted by thus changing our School system, than by any one thing else.

It may take years to effect this change, but the friends of education must not cease their labors until it is accomplished. Until that change is made, Schools will be continually embarrassed, and the blessings of Free Schools only partially realized.

Rate bills may always be necessary in some places where there are but few children, and I would therefore recommend an amendment to the thirty-first section of our School law, so that it shall become the duty of Trustees to estimate the rates in advance, and empower them to collect them, at least monthly, in advance. Trustees cannot provide good Schools unless they are furnished the means to pay the expenses, and where they have to depend on collections to be made for back rates, they are continually embarrassed and annoyed.

As I anticipated, the change in the law relating to the examination of Teachers, proves excellent. Teachers now, knowing that they are to come together once a year for an examination, feel a pride in being well posted in the various branches taught in our Schools, and are continually reviewing their studies with reference to this examination.

Our Teachers this year showed a much greater familiarity with the branches on which they were examined than they ever have before. I attribute this improvement in the main to a public examination by a Board of Examiners.

I think there should be a change or provision in the School law, so that when a School District is divided during the year, that the School Fund belonging to that District could be divided also. Great injustice is often done under the present law.

The Schools in Calaveras County have gradually improved, but their improvement is slow to what it would be if they were free. Trusting that the day may soon dawn which shall usher *Free* Schools into California, and hoping we may ever have one as able as yourself at their head, I close by wishing you as good success in private life as you have had for the past years in your official capacity of Superintendent of Public Instruction.

ROBERT THOMPSON,
Sup't of Public Schools of Calaveras County.

COLUSA COUNTY.

CHARLES R. STREET.....Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—In addition to my report, which embodies the facts required to be reported, as taken from the papers on file in my office, I will make such comments on the condition of the Public Schools in Colusa County as it appears to me the case requires.

The Public Schools in this county are not in a very prosperous condition. Out of the fourteen Districts in the county, nine Districts have supported one or more Schools for a period of three months or more during the last school year, have made their reports in proper form to me, and are therefore entitled to their share of the public moneys for the ensuing School year. One District (Grand Island Central,) has maintained a School for the length of time required by law, and all the requirements of the law have been complied with, except that the Trustees of the District have neglected to make their report within the prescribed time. It is hoped that the Department will permit the report from this District to be filed, and that the children of the District will not be made sufferers on account of the very censurable neglect of the Trustees. Four other Districts, being Spring Valley, Butte, Grand Island No. 2, and Colusa No. 2, have not maintained a School for as long a period as three months; and, with the exception of Colusa No. 2, I am not aware that they have had any School. I will say in this connection, that the sections of the county where no Schools have been maintained suffered severely last winter from the floods. The loss of property and impaired resources of the citizens has doubtless had much to do in damaging the prosperity of the Public Schools. It is my opinion, however, that these several Districts will all maintain Schools for at least a period of three months during the ensuing year—the county having to a great extent recovered from the losses of last winter, and assumed an encouraging degree of prosperity.

The Trustees in the School Districts, with few exceptions, manifest but little interest in their Schools. I think it an unfortunate provision of the law, which requires the election of three Trustees; one public officer charged with the duties now conferred on three Trustees would, in my opinion, perform the duties with greater promptness and efficiency. The benefits resulting from a division of the responsibility among three persons is, I think, more than counterbalanced by the evils of neglect and procrastination resulting from one Trustree waiting for the other to act, and the petty rivalries growing out of local interests.

There are at this date only four Schools in operation in Colusa County. They are in the following Districts: Grand Island No. 3, Princeton, Union, and Stony Creek. Many other Schools will, however, be commenced in a few days, or as soon as competent Teachers can be procured. The Teachers who have been engaged in the business of teaching in this county, are, some of them, well qualified—others indifferently so. I shall not, so far as my authority goes, grant certificates to incompetent applicants.

The School-houses are, with some few exceptions, deficient in the essen-

tials of a modern School-house. They are usually large enough, but not finished. Nearly all are destitute of suitable desks and School furniture. Globes and outline maps are much needed. School-houses, instead of being surrounded by tastefully improved grounds, inclosed by a substantial fence, are too often built on the open highway, and present a barren, uninviting aspect; but, as the country improves, doubtless School-houses will also improve. A School should be maintained in every District in the county for at least six months in the year. Instead of applying all the public money on a term of three months, it should be applied on six months, or longer, raising the balance of the money required by rate bill on the parents or guardians of the children attending.

Many of the School Teachers that have heretofore been employed in this part of the country have been very incompetent persons, who should not be intrusted with the delicate and responsible duty of training the youthful mind. This incompetency has not consisted so much in a lack of education in the branches of study taught in our Schools, as in other and often wholly neglected qualifications. The man who, no matter how well qualified he may be as to a knowledge of text books, possesses such an irritable disposition that he cannot calmly, clearly, and pleasantly explain to the child what it cannot otherwise understand, commanding the respect and love of his pupils by his correct and winning manners, is by nature unfitted for the business in which he is engaged. Neither do I think a person fit to teach whose life and daily habits are not examples of excellence. One who uses vulgar language, interspersing his usual talk with miserable California slang phrases; whose breath is redolent with the fumes of bad whisky; whose chief employment consists in irrigating the floor of the School room with a villainous compound of tobacco juice, and whose person and wardrobe are as filthy as his tongue—no matter how much such a person may know, he is not fit to train up our youth in the way they should go. Such Teachers have brought the Public Schools and the business of teaching into disrepute in California. It is, however, a subject for congratulation that this class of Teachers are fast disappearing; and I trust it will not be long ere public opinion will entirely banish them from a position where they can exercise such a pernicious influence on the youth of the country.

There is another matter which it is, perhaps, my duty to mention, and that is, the neglect of School officers in the various Districts to comply with the law in regard to making out and filing reports with the County Superintendent. Trustees in many cases fail to take the oath of office and to file the return of their election with me, giving rise to embarrassing questions as to the legality of their acts. Where Trustees are elected who refuse to serve, the Superintendent should be notified of the fact, in order that others may be appointed who will serve.

The section of the law which forbids the Superintendent drawing warrants on the public money for the payment of a Teacher's salary until his report is properly made out and filed, will hereafter be strictly complied with.

With high regard,

I am your most obedient servant,

CHARLES R. STREET,
Sup't of Public Schools of Colusa County

CONTRA COSTA COUNTY.

D. S. WOODRUFF.....Superintendent.

HON. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR :—In compliance with instructions from your department, I report
as follows :

By the census recently taken by the School Marshals, it will be seen
that the number of children between four and eighteen years of age is :

Boys	877
Girls	779
Total	1,656

Under four years of age.....	601
Between eighteen and twenty.....	60
Born in California.....	1,751
Deaf and Dumb.....	.....
Blind.....	1
Enrolled Pupils.....	645
Average in daily attendance.....	382
Number of Schools in the county .	21
Total number of Boys taught in county.....	386
Total number of Girls taught in county.....	259
Cost or value of School-houses and furniture.....	\$9,985 00

Amount of School Fund received from State.....	\$1,463 08
Amount of School Fund received from county taxes.....	1,574 73
Amount raised in Districts, by tax, rate-bill, and private sub- scription.....	1,885 36
Total receipts for School purposes	\$5,898 71

Amount paid for Teachers' salaries.....	\$4,152 08
Amount expended in erection or repairs of School-houses.....	707 00
Amount expended for School libraries and apparatus.....	.....
Amount expended for all purposes, including rent.....	.....
Total expenditures for School purposes.....	\$5,798 89

The average daily attendance of the pupils in the several Schools in this county has increased, but the total receipts are a little less than last year, making the sum but a pittance to what is needed to carry on the Schools as they should be. Want of means is the first, second, and third reasons why the scholars forget, during the six months they remain at home, more than half what they learn in the three and six months they attend School.

Two new Districts have been formed, Moraga and Green Valley Districts; the last of which has a neat and conveniently arranged School-house, situated on a gentle elevation, under the shade of a beautiful oak. It has a large map of the United States and Territories, six or eight feet square; also, a fine black-board the entire length of one side of the room. The house cost five hundred dollars, and as far as taste, comfort, and convenience is concerned, it cannot but be an attractive place for the young, and is a credit to the District.

Those Schools where the old Teachers are retained, the children have made greater progress than those where they are constantly changing Teachers; and this is but natural.

I think that there is not enough pains taken to entice the uneducated boys and young men of the native stock to attend the Public Schools. Many of them learn quickly when they attend school, but it requires a great effort to keep them there, and it seems to me that they are going to furnish material for a little better than banditti as they reach maturity, unless they can be persuaded to attend School more regularly, thus filling the rich soil of their minds with good, instead of leaving it to grow to thorns and brambles.

In my opinion, the nail will not be hit fairly upon the head, in the cause of education, until children are compelled by law to attend School so much every year, and as many years as may be necessary to give them a common education—the requisite means being furnished by the State for keeping up Schools as they should be, furnishing the School rooms with the necessary apparatus—in short, making it an attractive place for the young.

The Board of Supervisors are willing to compensate those Teachers who act on the Board of Examination. This is but an act of simple justice, as few of them are able to tender their services gratuitously, even in support of a cause in which their hearts are so much enlisted.

I think that legislative interposition is required in the case of the pay of County Superintendents. The maxim, "The laborer is worthy of his hire," is just as true now as when first uttered by our Savior, eighteen hundred years ago.

It is folly for him (the Superintendent) to think of leaving his own business every few days, as he should do, to attend and encourage by his sympathy and co-operation the Teachers in the different Schools, for the miserable pittance he receives in this county; less by considerable than would pay a common farm laborer he would, be obliged to hire during his absence from home. Such facts are enough to cool the enthusiasm of the most ardent, yet they are *blunt facts*, and facts are *stubborn things*.

One thing more. Cannot the Legislature be persuaded to adopt some means for a system of Free Schools—one, at least, in each county? (Better say all.) Then the burden of education would be equal on all property in the State. Some might argue that they might just as well *compel me to buy my neighbor's children hats and shoes as to School them—a remark which I have occasionally heard made.* But a few dol-

lars, my dear friends with dropsical purses, spent in schooling many of those children, while small, to honor and usefulness, would save those same purses of yours many dollars; so that the gain would be yours pecuniarily—as you might just as well *school* your neighbor's children as to support them after they shall have become “jail or prison birds.”

Wishing you complete success in all efforts for the promotion and diffusion of knowledge in our State, I remain yours faithfully in the cause of education.

Respectfully submitted.

D. S. WOODRUFF,
Sup't of Public Schools of Contra Costa County.

DEL NORTE COUNTY.

CHARLES N. HINCKLEYSuperintendent.

HON. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—In compliance with instructions from your department, I have to report, as follows :

School Lands.—With reference to School Lands, I do not learn of any change worthy of note from report of former Superintendents.

School Sections covered by Mexican Grants.—There are none in the county.

Number of School-houses in County.—Two. The house in Crescent District has been built the present year. Its size is forty by twenty-four, fourteen feet high; has two anterooms, five by ten. It is built of wood, framed and weather boarded, plastered within, and painted; desks are double, plain in their style. The ventilation is secured, or intended to be, by lowering the upper half of window, or raising the lower. It is heated by stove. The location is the best in town. A whole block was donated by Hon. E. Mason, present Judge of the county. The house will furnish a good and suitable place to impart instruction to the children of Crescent City for some years.

The School-house in Bradford District is a wooden building—I should think about thirty by twenty; walls bare, outside and in. Ventilated by cracks in the wall, and some half dozen panes of glass out from the windows. Desks, improper in construction—inferior in quality. Warmed by stove. The house is not the only thing that is neglected. I am sorry to say, the Trustees have failed to make their annual report. I was not much surprised, however, when I saw the condition they suffered the house to be in where their children receive daily instruction.

Attendance at School.—Non-attendance is generally caused by distance from School, and stormy weather; the latter of which exceeds, in this locality, any portion of the State I have visited.

Grade of Schools.—Not graded; not large enough for two Teachers.

Age of Teachers.—One nineteen, another twenty-eight. The third, rather sensitive on this point; does not tell, as he is a single man; do not like to urge him.

How many design to make Teaching a permanent profession.—None. With one exception, perhaps, the friends of education will approve their purpose.

Capacity of Teachers.—I should think, second class, one; third class, two.

Experience in Teaching—How many Years.—One, eight years; one, three years; one, six months.

Examinations, Exhibitions, Visits by Parents, Etc.—Having been but a little time Superintendent, I have visited but one School; and, indeed, there is but one taught at this time in the county. There has been no examination or exhibition in this since I entered upon my time. The School is occasionally visited by parents and guardians; not as frequently as is desirable and beneficial.

Number of Months each School has been kept open.—You will find this in report.

Remarks on the Finances of the Schools.—By assessing a certain sum per month on each scholar.

How Trustees perform their Duties.—Some, well; some, fair; others, badly

Number of Private or Independent Schools, Academies, and Colleges, in the County.—None.

CHARLES M. HINCKLEY,
Sup't of Public Schools of Del Norte County.

EL DORADO COUNTY.

M. A. LYNDE.....Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction:

SIR:—By reference to the statistical report already transmitted, you will gather a tolerably correct knowledge of the condition of the Public Schools of this county for the past year. I have received returns from all the Districts, and though some of them are imperfect, and need correction, yet they present evidence of an enhanced interest in the cause of education, and of a determination to provide increasing facilities for its promotion. By comparing the present with my report transmitted November twentieth, eighteen hundred and sixty-one, it will be seen that the increase of children between the ages of four and eighteen years, has been four hundred and eighty-five—the present number being three thousand and sixty-eight. Also, that the increase of children under four years of age has been sixty-seven—the present number being twelve hundred and fifty-eight. An increase of eleven appears in the number between eighteen and twenty-one—the present number being one hundred and twenty-seven.

The number of children reported this year, born in California, exhibits an increase of one thousand three hundred and twelve—the present number being two thousand five hundred and forty-three.

An increase of two in the number of deaf and dumb is reported—there being four in all, and one blind. These unfortunate children will, if practicable, be placed at those institutions designed for their education.

The number of pupils enrolled in our Schools the past year, is one thousand nine hundred and thirty-three—being an increase of six hundred and eleven over the number enrolled the previous year, and though

this presents a gratifying advancement, yet the pleasure thus afforded is marred by the consideration that one thousand one hundred and thirty-five children, between four and eighteen years of age, have not enjoyed the advantages incident to attendance on our Public Schools. This result is attributable partly to the great extent of some of our Districts, it being such as to render attendance at School, by a large part of the children, impracticable. It is proposed to remedy this evil by dividing these large Districts, judiciously, into two or more, and thus bring the School within the reach of all. It is also true, that while the distance presents no obstacle to the attendance of many, poverty does. Many are unable to pay the regular weekly or monthly charge for tuition, and are too proud to accept the legal provision in such cases provided. This class of children and families should receive the kind sympathy and prompt attention of Trustees and Teachers, who, while the State, whose legitimate business it is, neglects to fully provide for the free education of the indigent, should see to it that these are gathered into our Schools, and placed under those influences calculated to prepare them for duty, usefulness, and happiness.

Another cause of the non-attendance of so many at our Schools, and the most lamentable and only culpable one, is the indifference of some parents, who reason that because they never went to School a day in their lives, and have succeeded in making money without education, therefore their children can.

I have sometimes thought that a law, compelling such to educate their children, would be a righteous one, but while such an enactment might favorably affect the children in some respects, a greater good would be secured could the parents be so influenced as voluntarily to afford the requisite advantages. And here is a work for Teachers in particular. One to be accomplished by direct and indirect means; direct, in that he can visit and mingle with this class, secure their esteem and confidence, exercise the power that knowledge gives, in winning them to its paths—in short, rendering practical "*ad hoc* genus," the great law of love; indirect, by exhibiting, in the persons of those under his daily care, as pupils, a class of children superior in manners, mind, and morals, to those never brought under School influences. Such a contrast will have a weighty influence over the above named class of parents by leading them to inquire into the causes of this difference, and such inquiry, in very many instances, will produce its legitimate fruit, in the shape of an appreciation of education, and correspondent action. Results effected by these means will be far better, in all respects, than those secured by a compulsory law, in that they will be radical and permanent, and any other results than of this kind, in the modification of character, are undesirable.

But, while the number of children enrolled as having attended our Public Schools the past year shows a gratifying increase over the previous one, the average attendance is far short of what it should be, and amounts to but about one fourth the entire number of children. This is an evidence of the prevalence of that evil so much and so reasonably complained of in all our Public Schools, "irregularity in attendance." The remedy for which, in a great measure, will be found in an abundant supply of those School facilities which render attendance there attractive and comfortable—such as kind, faithful, and well qualified Teachers, substantial and comfortable school-houses, with pleasant surroundings, an abundance of pure water for drinking and bathing, and such arrangements for exercise as contribute to the healthful development of the

physical system. These things induce, in children, a fondness for School. They love to be there. It is home-like; and, in many instances, better than home to them. Their smiling faces, their nimble step, their joyous laugh, their ready obedience, evince their appreciation of these comforts. Every School District should, therefore, make it a matter of primary import to furnish them.

The number of School Districts organized at the beginning of this School year, (November first,) is thirty-seven, two having been created the past year, and one, thought to be extinct at the beginning of last year, has been re-organized, and three more are in process of organization, when the number will be forty, the largest number in any county of the State, except one—San Joaquin. The number of months, in aggregate, during which School has been maintained, is two hundred and twenty-two and one half, or an increase over last year of thirty-three and one half months; thus, the work accomplished in all our Schools the last year is equal to twenty-two and seven twentieths scholastic years of ten months each. How much precious time has thus been devoted to the interests of our youth! And the question becomes a momentous one—has all this precious time been so devoted as to leave those upon whom it has been spent in a far more elevated position morally, intellectually, and physically? This is necessarily the legitimate result of time properly spent and labor faithfully bestowed in the effort to develop the latent energies that are to bless the world by their civilizing influence. The aggregate experience in their profession of all the Teachers in our county the past year, is one hundred and fifty-nine and one half years, and the average experience is three and eight fifteenths years.

The School-houses of our county are all built of wood, and many of them are very inferior structures, totally unfit for the purposes intended. Parents and Trustees compel their children to occupy, week after week, for successive months and years, tenements which they themselves would not inhabit, and would hardly deem suitable for their horses and cattle; houses built without the least regard to the physical necessities of the beings to inhabit them; having no protection against cold or heat, wet or dry weather, and with surroundings as barren and unattractive as the deserts of Africa. How can children be expected to love their School; to tread with alacrity and joy the path that leads to it; to grow up with refined and cultivated tastes; to believe in what their parents and Teachers say about the value of education above every other treasure, when the provision made for attaining these great ends is so meagre; when the places where they spend more of their time than in the society of their parents, differ so very widely in most instances from their legitimate homes? It is unreasonable to expect it, and yet, in spite of all these unfavorable influences, such is the character of our California youth for energy and endurance, for native intelligence and appreciation of mental culture, that some of the great ends of our Public School system are attained. But a change is taking place in reference to the quality of our School-houses. In many of our Districts a commendable pride is beginning to manifest itself, and the old School-houses, by repairs and changes, begin to exhibit a neat and comfortable appearance, or their places supplied with new structures. Coloma, Georgetown, Smith's Flat, and Indian Diggings, are worthy of mention in this regard, also Placerville Number 1, Newtown, and Pleasant Valley, in which Districts the citizens have shown much liberality and good taste in the erection of substantial and convenient buildings for School pur-

poses, and, from present indications, many of our Districts will, the coming year, follow their example. The total value of the School buildings and furniture in our county, at the close of the year ending October thirty-first, was fifteen thousand and nineteen dollars, (\$15,019,) being an increase over that reported the previous year of three thousand two hundred and thirty dollars, (\$3,230,) exhibiting a gratifying advancement in this very material element of educational prosperity. The amount of State funds received for our county the past year, ending October thirty-first, is two thousand nine hundred and forty-eight dollars and thirty-one cents, (\$2,948 31,) being one dollar and eighteen cents (\$1 18) for each child in the county between the ages of four and eighteen years, and this amount equally divided among our School Districts, would give to each one eighty-six dollars and seventy-two cents, (\$86 72,) which amount, according to the average paid per month for Teachers' wages in the State, would sustain our Schools (as far as this item of expense is concerned) one and one third months each. It will be remembered that the State School Fund is, by law, applicable only to the payment of Teachers' wages. This exhibit shows the very meagre provision made by our State for the education of our youth. Were it not for the liberal appropriations of our county authorities, and the contributions of parents and citizens, in the shape of tuition and donations, what would become of these all important interests—of education? All important, I say, because vitally associated in deciding what is to be the character for virtue and intelligence of the succeeding generation. Is it generally known to the citizens of this great commonwealth how little attention is given by those whom their suffrages have raised to positions of authority and trust, to the most weighty of all considerations for a free people—the education of the young? Our State Government must awake to this subject in earnest, or the time will come when the material on which to build a stable government will be wanting. The State should be regarded in the relation of a parent to each child in it, so far as providing the means necessary to prepare it for the most useful citizenship is concerned. Our legislators and State officers ought to make this care a radical one. It should be second to none in legislative, judicial, and executive deliberations. I trust the day is not far off when candidates for State official preferment, will receive the same *chiefly* from a popular conviction that the great interests of our youth will receive due attention at their hands; that the people's time and the people's money will be expended for the promotion of the highest and best interests of the people, and not for the attainment of selfish ends, in the shape of wealth or political advancement.

Our noble county has done nobly the past year in liberal appropriations for the good of our children, thanks to the wisdom and foresight of our honorable Board of Supervisors. They understand the popular wish and their responsibility in this regard, and possess the firmness to meet them. The amount appropriated by them the last year for School purposes is nine thousand four hundred and fifty-six dollars (\$9,456.) And could they look into our Schools from day to day, and week to week, and see how many young hearts they have made glad, by affording them the facilities for the acquisition of knowledge, they would feel abundantly compensated.

The amount raised in the different School Districts by tax, rate bills, and private subscription, during the year is six thousand six hundred and twenty-six dollars (\$6,626;) and in this large amount thus raised, we think

we find an evidence of the popularity of educational measures. The voice of the people cries—educate! educate! and it will be well for the people's servants to respect that voice and obey it. The total receipts for School purposes in the county have been nineteen thousand four hundred and sixty-six dollars, (\$19,466.) This amount, equally distributed among the Districts, would give to each five hundred and fifty-three dollars, (\$553.) But our small Districts with a very limited and scattered population, receive a comparatively small share of public funds, and hence are able to maintain their Schools only a small part of the year. These Districts should receive the especial fostering care of all from whom it is due, and I shall advise some special provision for their benefit from our State and County authorities.

The amount paid for Teachers' salaries during the year is sixteen thousand nine hundred and twelve dollars, (\$16,912;) and while *some* of this amount has been injudiciously expended by Trustees, in payment of Teachers who are Teachers only in name, while many of the essential qualities of good Teachers are wanting, yet *generally* it has been bestowed on those who have faithfully fulfilled their duty and performed efficient service.

The amount expended in the erection and repairs of School-houses is four thousand one hundred and seventy dollars, (\$4,170,) and I am most happy to be able to report that while much remains to be done in this department, a most gratifying advance has been made.

The amount expended for Libraries and School Apparatus has been far below the great importance of the subject—only one hundred and eighty-one dollars (\$181) has been expended in this channel of School facilities. This means for the improvement of our youth must and will receive more attention. Besides the amount above mentioned as expended for School purposes, there has been an outlay of one thousand and seventy-three dollars (\$1,073) for incidentals, making the entire amount bestowed for School purposes, twenty-two thousand two hundred and seventy-two dollars, (\$22,272.)

In conclusion, permit me to say, that many encouraging indications prevail of such a change in public opinion as to the great interest of education as will no doubt lead to a higher standard of qualifications on the part of our Teachers, and the more liberal expenditure of means in providing facilities for thoroughly and harmoniously developing the latent energies of our youth. To the Teachers of our State vast responsibilities are entrusted—no class or profession has greater; hence appears the wisdom and foresight of our Legislature in providing for a Normal School to train young ladies and gentlemen for the profession of Teacher. Probably in no possible way could a portion of our State funds be expended more profitably—no investment of public funds will yield a larger increase. Did time permit, I would offer some suggestions in regard to the Public Lands, amendments to our School laws, so as to give more power to the Board of Supervisors to make appropriations for School purposes, uniformity of text books, etc., but these matters very properly come under the supervision of our Legislature and State Superintendent, from whom, no doubt, they will receive the attention their importance demands.

Very respectfully yours,

M. A. LYNDE,
Supt. of Public Schools of El Dorado County.

MARIN COUNTY.

JAMES MILLER.....Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—In accordance with instructions from your department, I have the honor to submit the following annual report of the condition, efficacy, etc., of the Public Schools of Marin County :

School Lands.—The County Surveyor is not cognizant of the existence of any Sections of School Lands in this county—as yet, no survey having been made.

School-Houses.—There are eleven School-houses in this county. They present a rather forbidding exterior aspect, being poorly finished frame buildings, lacking even the counterbalancing grace of the paint brush. Their interior is less offensive to the eye, being tolerably well furnished, with stoves, desks, benches, and chairs. When they shall be possessed of the means and ways to act, the Trustees will remedy all defects in the School-houses.

Attendance at School.—Much improved since last year. The peculiar geographical features of this mountainous county render it difficult for any considerable number of families to settle in such convenient proximity to each other that their children may attend regularly at the same School. All those children situated in the immediate vicinity of the School-house, attend with a plausible degree of uniformity. While those situated at any considerable distance devote but the summer months to the cultivation of their intellects.

How Trustees perform their Duties.—With commendable solicitude for the welfare of all the youth under their care. They all manifest a desire of having their Schools prosper, though but few are sensible of the dire responsibilities of their office, being, in general, wholly unacquainted, or as yet, but initiates to this system of education. In those Districts where the Trustees have children attending the School, there is much more economy exercised in disbursing the public funds than in those where the Trustees have no direct interest in the School.

How Teachers perform their Duties.—Some do full justice to all concerned, others perform their duties but indifferently. Those who have chosen teaching as a permanent profession appear to make greater progress with their Schools than those do who follow the business, through necessity, for the present.

Finances.—The amount of public funds received was scarcely sufficient, in some Districts, to pay the Teacher's salary during two months. The County Supervisors have imposed a tax of twenty (20) cents on each one hundred dollars (\$100) in the county, for the benefit of our Schools. This will be double the amount of last year, and, as a matter of course, will be an eternal benefit in the permanent establishment here of the system of Public Schools.

Age of Teachers.—Males, from nineteen to fifty-six; females, from seventeen to fat, fair, and forty; for it is impossible to get even a truth-loving Schoolmarm to tell her real age

Capacity of Teachers.—With few exceptions, they have given general satisfaction. We have had six first class, eight second class, and two third or fourth class Teachers.

Improvements Needed.—There are many improvements which might be made, from which the pupils would reap infinite benefit. But feeling and knowing that during the present year all these defects will be rectified, I shall decline the task of enumerating them on this sheet.

With much respect, I remain, yours,

JAMES MILLER,
Sup't of Public Schools of Marin County.

P. S.—Not having been furnished with a blank book containing the appropriate headings, I have made out this as a kind of substitute.

MENDOCINO COUNTY.

E. R. BUDDSuperintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—Accompanying this, you will find my annual report for eighteen hundred and sixty-two. When I came into office, less than one year ago, I found eight Districts in working order, and entitled to draw money from the State School Fund, namely: Ukiah, Anderson, Little Lake, Calpella, Buchanan, Garcia, Central, and Potter. After a tedious examination into the rather unsystematic documents I found in my office. I arrived at the conclusion that Long Valley and Count's Districts had complied with the law so far as they had been instructed in its requirements, and, by a little effort, succeeded in getting them recognized in a supplemental apportionment by the State Department. Since then, Union, Big River, and Gaskell, have been fully organized, and have regularly maintained Schools, taught by qualified Teachers, for the space of three months, and, as you will see by my annual report, made their returns to me. This makes thirteen Districts under my control, all of which, to the best of my belief, have complied with the requirements of the law.

Last year there were returned by the several School Marshals in this county, six hundred and forty-eight children entitled to the benefits of the School system. This year there are seven hundred and forty, being an increase of ninety-two. Of these new Districts, Big River is the only one taking in new territory, the other new Districts being subdivisions of old ones, but at so great a distance from the School-houses as to cut them entirely off from the benefit of Schools, although they were very properly counted in the census. This partially accounts for the meagre increase over the last year's census. But I must, nevertheless, admit my conviction that a thorough census would have shown a much larger increase. However, as it is a beginning to a good end, we should be satisfied. The organization is approaching to a useful degree of perfection as rapidly as could be expected with the limited degree of encouragement bestowed upon the County Superintendent. The county is territorially a very large and exceedingly mountainous one, and the Superintendent's salary being fixed at six hundred dollars (\$600) per year, in county scrip, worth forty-five (45) cents on the dollar, reduces it to two

hundred and seventy dollars (\$270) per year in cash, which renders a thorough personal inspection of the various precincts next to an impossibility. I have, however, visited all of them except Potter, Buchanan, and Garcia. Another visit around the county, however, in the months of September and October, would, doubtless, have added much to the efficiency of the system.

By my statistical returns, it will be seen that the School-houses in this county are all of wood. Most of these, moreover, are imperfectly made, or, I might say, they are only mere shells, with few or no accommodations, conveniences, or comforts. There are a few honorable exceptions to these, the houses in Ukiah, Big River, and Count's, being the most noteworthy. When, however, it is remembered that the settlements in this county are in their infancy, the presumption arises that a few years more time will make some improvement in these matters.

I cannot close my report without thanking you for the generous and punctual attendance to all my wants in your department, with which you have responded to all my demands and inquiries. While we have reason to hope that the incoming State Superintendent will prove himself to be equally efficient, still it is with a decided degree of reluctance we part with a well tried and always efficient public servant. Under your administration as State Superintendent the system has assumed an importance it could not have attained in a century of the simple formal discharge of those duties prescribed by the statutes.

With great respect,

E. R. BUDD,
Sup't of Public Schools of Mendocino County.

MERCED COUNTY.

R. B. HUEYSuperintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—I herewith transmit to you my report of the condition of the Public Schools in this county. My report will necessarily be brief, a fact not at all desirable. The responsibilities of the office have but recently devolved upon me, by appointment, in consequence of the resignation of the acting Superintendent. On assuming the functions of the office, I find it very deficient in data from which to compile my report. The time that is set for reporting being already past, I cannot defer the time. I will therefore make it out from the best sources of information at my command, hoping it may still, in some small degree, contribute to the ends for which such reports were instituted.

Our Schools are not in as pleasant and prosperous a condition as we would desire them to be, although, perhaps, some of them, in many respects, are in advance of many Schools in the country around. The causes which interfere with the better success and advancement of our Schools at present, are, in part, of an irremediable nature. But a great many are easily remedied, if the people but will to have it so. Among the causes which we cannot now control are those of a geographical

nature. Our population lies principally along the Merced valley, Mariposa creek, and that section of the San Joaquin which comes within the boundaries of our county. The Merced river divides the population along it longitudinally pretty nearly equal, and as it is generally almost or quite impassable for at least four months of the year, say from the first of January to the first of May, the Schools in the valley are very much deranged in consequence. The numerous sloughs which lie adjacent, add greatly to the inconveniences of regular attendance of School children. In some of the Schools at this period, it is almost impossible to preserve classification, and without which no good degree of success is attainable. The people living along the Mariposa creek are not troubled much with an excess of water in that stream, but they experience inconveniences, at least part of them, on account of their remoteness from the centre of population.

It is to be hoped, however, that these hindering causes will ere long be removed. Our county is rapidly filling up with the right kind of a population; men who are interested in the cause of education, and who are willing to contribute liberally to the maintenance and support of her Public Schools.

As will be seen from the accompanying reports of the several School Marshals, the number of school children greatly exceeds that of last year. From circumstances surrounding, we may presume that there will be no diminution in the ratio of increase. This will soon enable us to so district our Schools that but few will be left to lament the want of a School within their reach.

Among the remedial drawbacks capable of present redress, bearing down upon the prosperity and comfort of our Schools, is the want of comfortable School-houses. We cannot boast of having one in our county. Yet our county stands among the wealthiest to its population, and is proverbial for the healthy condition of its finances; its four hundred voters representing a capital of one million three hundred thousand dollars. It would require but a very light per centage of this capital to provide means for the erection of well constructed School buildings for each of our existing Schools. They are very much needed. The present ones being very deficient in form, size, arrangement, and comfort, both inside and out. Without exception, they are mere temporary things, intended to serve the present purpose. I have conversed with a number on the subject of erecting new ones. I have pointed out to them the benefits that would result therefrom. It would lead to habits of taste, order, cleanliness, and promote the health and comfort of the pupil—it would be an embellishment to the rural scenery of country places, villages, or towns, and it would form a nucleus around which society would move as the centre of attraction. The hopes and desires of parents would centre there. The love of brothers and sisters would hover around, and the well wishes of a whole community would hang suspended to its attractions.

I have encouragement that we shall have a change. The people are able and willing, and it but wants the School officers to take the initiative, and they will come forward to the cause.

Our Teachers are, as far as my knowledge extends, well qualified for the responsible positions they severally occupy. They seem to be fully devoted to the advancement of those consigned to their care for intellectual and moral training. The Teacher of the Snellingville School is especially worthy of notice, and there may be others, but as yet I have

not had an opportunity of becoming conversant with their modes of teaching.

All our Teachers complain more or less for want of a greater uniformity of books. Parents are in the habit of purchasing books without consulting the Teacher, and it leads to a great deal of trouble and inconvenience. I shall try and make an arrangement so as to prevent this, as much as possible, in the future.

Irregular attendance is also another very grave source of complaint.

Parents do not, as a general thing, appreciate this important point. They do not calculate the effect and weigh the result. That sprightly little boy and girl that once loved their books and the School room, by continued detention, are unable to keep pace with their classmates. Their little hearts are too proud to bear this, and with a broken spirit they give up the pursuit and seek to evade both books and the School room.

No Teacher, however good are his qualifications, can render his labors so effective when the pupils are more or less absent from School. It is not only a loss of time and study to the absentees, but it measurably effects the several classes with which they stand connected. Uniformity of books and perfect classification are the grand essentials to the progress and general prosperity of any and every School of whatever grade it may be. Our Schools being of a mixed grade, we cannot carry out a perfect system of instruction, yet it is possible to make great improvement.

To this end we need active energetic School officers; those who are devoted to the cause of general education; men who are active and untiring in their efforts to do good. Of these none are so responsible as that of the County Superintendent. It is his duty to exercise a general supervision over the welfare of all the Schools—to visit them, to consult the Teachers, and to assist as far as possible in the general exercises of all the Schools under his jurisdiction. Many of the Superintendents, comprehending fully the responsibilities of their office, are deterred from performing their whole duty as agents of the State in the cause of public instruction, in consequence of the limited compensation allowed them—being merely nominal.

But in conclusion, I would say, it is my desire that the people may examine into these matters, consider their importance, and provide adequate means to remedy the deficiencies, and that soon we shall have the pleasure of seeing our State adorned with School buildings worthy of the cause, and a society of intelligent girls and boys worthy to fill our places, when the present generation shall have passed away.

R. B. HUEY,
Sup't of Public Schools of Merced County.

NAPA COUNTY.

A. HIGBIE.....Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR :—In compliance with instructions from your department, I transmit to you my report of the condition of Schools in this county, according to official documents from the several Districts :

School Lands.—I have obtained from the County Surveyor a full statement of the School Lands for the county. I only give here a summary of the full report which I send you. There are forty-nine sections of School Land in Napa County.

Description.	Acres.
Amount in Ranchos or Grants, about.....	10,780
Amount in chimisal hills, of little value, about.....	10,460
Amount available, about.....,.....	10,120
Total	31,360

Teachers' Institute.—In May last, I succeeded in organizing a County Teachers' Institute. It was well attended, both by Teachers and patrons—and was profitable, especially to Teachers. Two days were spent very pleasantly in interchanging views as to the best way to interest a class in any of the studies in School, School discipline, text-books, etc., and examining persons who proposed to become Teachers in the county. If each county of the State would have a County Teachers' Institute, and require all who propose to become Teachers to be present for examination, there would be fewer candidates and better Teachers.

Public School Picnic.—The sixteenth of last August we had a Public School Picnic—the first thing of the sort ever held in the county. Everything considered, it was a success. Teachers, parents, children, and friends of education, were present, and numbered nearly four hundred. An address was delivered by Professor Turner, of the Napa Collegiate Institute; by Professor Van Doren, of Napa High School; and by the County Superintendent. Scholars from the different Districts enlivened the exercises of the day by declamation and singing. The object was to get together and interest School officers, Teachers, and children, and bring our Public Schools before the people.

Examinations.—Complaints have been made that the County Board of Examination was too rigid. One appeal was taken to the State Superintendent. Several of high profession have been rejected. Teachers are of higher grade than last year.

Reports.—Trustees, Marshals, and Teachers, have reported more promptly and correctly than last year.

Trustees and their Duties.—Some act very promptly and willingly, while others act very tardily and grudgingly—only when they think *money will come by their action*. Most of the inaccuracies in their re-

ports arise from not having a book, in accordance with the law, in which they should keep an accurate account of the receipts and expenditures of the State, County, and District Funds. I found only one District in which the Trustees had a book and kept an accurate account. They are now providing themselves with such books.

Schools Visited.—During the last eight months I have visited every School in the county, and some three or four times. I hear the classes under the instruction of the Teacher, that I may the more fully understand his or her ability to impart knowledge, and then I examine them to see whether the children are drilled in the *fundamental principles*, and make such suggestions to Teacher and pupils as I judge best for the School.

Finances—Financially, we are laboring under great disadvantages. The county only appropriates *five* (5) cents per hundred dollars for Public Schools. The county tax should be *twenty* (20) cents per hundred dollars, at least. Then, instead of sixteen hundred dollars, (\$1,600,) we would have upwards of five thousand dollars (5,000.) This, with the State appropriation, would give great force to our Schools. This year the receipts and expenditures are as follows :

Raised in Districts.....	\$2,598 80	
Drawn on County Appropriation.....	1,778 52	
Drawn on State Appropriation.....	955 17	
Total receipts.....		\$5,332 49
Expended for Teachers' Salaries	\$4,464 55	
Expended for new School-houses.....	736 69	
Expended for new School apparatus.....	85 00	
Expended for Repairs of School-houses.....	46 25	
Total expenditures.....		\$5,332 49

School-Houses.—Two new School-houses have been built this year, and others repaired ; in all, fourteen. Some very good, some very poor.

Total valuation of School property this year.....	\$6,259 69
Total valuation of School property last year.....	5,610 00
Total gain.....	\$649 69

Though School property has not had as high an estimate this year as last, we have a clear gain of six hundred and forty-nine dollars and sixty-nine cents (\$649 69.)

Attendance—Irrregular.—In the county, between the ages of four and eighteen years of age, there are :

Number of Children.....	1,287
Boys attending School—enrolled.....	815
Girls attending School—enrolled.....	259
Average daily attendance.....	822

Less than one half of the children, therefore, have attended School during the year and only about one fourth have been in daily attendance. This, however, is a gain on last year. Parents do not appear to understand the advantages of regular attendance. Neither do they visit the Schools as they should.

Private Schools.—There are five private Schools in the county. Number of children attending these, about one hundred and fifty.

The following list embraces all the sixteenth and thirty-sixth sections in Napa County, with the location and condition of each, according to Mr. T. J. Dewoody, County Surveyor:

Township.	Range.	Section.	Remarks.
Township 4 North..	Range 4 West.	Section 36.....	136 acres located.
Township 5 North..	Range 4 West.	Section 36.....	About 300 acres in Tulucny Rancho, located, except the southwest quarter
Township 5 North..	Range 4 West.	Section 16.....	In Entre Napa Rancho.
Township 6 North..	Range 4 West.	Section 36.....	In Tulucny Rancho.
Township 6 North..	Range 4 West.	Section 16.....	In Napa and Yajome Ranches.
Township 7 North..	Range 4 West.	Section 36.....	All located but 40 acres; rocky.
Township 7 North..	Range 4 West.	Section 16.....	Chimisal and rocks.
Township 8 North..	Range 4 West.	Section 36.....	Chimisal and rocks.
Township 8 North..	Range 4 West.	Section 16.....	Chimisal and rocks.
Township 9 North..	Range 4 West.	Section 36.....	Southwest quarter, rocky hills; remainder in Los Putois Rancho.
Township 9 North..	Range 4 West.	Section 16.....	Northeast quarter located; remainder, chimisal.
Township 10 North..	Range 4 West.	Section 36.....	In Los Putois Rancho.
Township 10 North..	Range 4 West.	Section 16.....	East half, good land; west half, chimisal.
Township 6 North..	Range 3 West.	Section 36.....	160 acres in Chimiles Rancho.
Township 6 North..	Range 3 West.	Section 16.....	All but 240 acres in Chimiles Rancho; 240 acres entered.
Township 7 North..	Range 3 West.	Section 36.....	160 acres in Chimiles Rancho; 240 entered; remainder, worthless.
Township 7 North..	Range 3 West.	Section 16.....	All entered.
Township 8 North..	Range 3 West.	Section 36.....	Chimisal mountain; worthless.
Township 8 North..	Range 3 West.	Section 16.....	In Los Putois Rancho.
Township 9 North..	Range 3 West.	Section 36.....	In mountains, worthless.
Township 9 North..	Range 3 West.	Section 16.....	160 acres in Rancho Los Putois; remainder, half, not worth much.
Township 10 North..	Range 3 West.	Section 36.....	In Rancho Los Putois.
Township 10 North..	Range 3 West.	Section 16.....	Half grazing land, half chimisal.
Township 5 North..	Range 3 West.	Section 16.....	Chimisal hills, some timber.
Township 5 North..	Range 5 West.	Sec. 16 and 36..	In Henchlea Rancho.
Township 6 North..	Range 5 West.	Section 36.....	In Napa Rancho.
Township 6 North..	Range 5 West.	Section 16.....	Mountains; part occupied, but not entered.
Township 7 North..	Range 5 West.	Section 36.....	In Napa Rancho.
Township 7 North..	Range 5 West.	Section 16.....	In Caymas Rancho.
Township 8 North..	Range 5 West.	Section 36.....	Part of it good land.
Township 8 North..	Range 5 West.	Section 16.....	Hills.
Township 9 North..	Range 5 West.	Section 36.....	Half in Localomi Rancho; half, good grazing land.
Township 9 North..	Range 5 West.	Section 16.....	In Localomi (Pope Rancho.)
Township 10 North..	Range 5 West.	Sec. 16 and 36..	Chimisal mountains.
Township 7 North..	Range 6 West.	Section 36.....	In Redwoods; well timbered.
Township 7 North..	Range 6 West.	Section 16.....	Mountains.

Township.	Range.	Section.	Remarks.
Township 8 North..	Range 6 West.	Section 36.....	In Carna Humana Rancho.
Township 8 North..	Range 6 West.	Section 16.....	Hilly, but of some value.
Township 9 North..	Range 6 West.	Sec. 16 and 36..	Chimisal mountains.
Township 10 North..	Range 6 West.	Section 36.....	Good valley land ; entered.
Township 10 North..	Range 6 West.	Section 16.....	Chimisal mountains.
Township 8 North..	Range 7 West.	Section 36.....	In mountains.
Township 9 North..	Range 7 West.	Sec. 16 and 36..	In Carna Humana Rancho.
Township 10 North..	Range 7 West.	Sec. 16 and 36..	In mountains.

RECAPITULATION.

Description.	Acres.
Amount in Ranchos, about.....	10,780
Amount of little value, about..	10,460
Amount available, about.....	10,120
Total.....	31,360

A. HIGBIE,
Sup't of Public Schools of Napa County.

PLACER COUNTY.

A. H. GOODRICH.....Superintendent.

HON. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—I herewith transmit to your department my second annual report of the condition of the Public Schools of Placer County :
I am happy to report a greatly increased interest in the subject of education in this county. We have held two Educational Conventions, and organized a Teachers' Association. The School tax has been increased from twelve to eighteen cents on a hundred dollars, with a fair prospect of having it increased to the legal limit this year.
School Census.—By the census returns, there are the following number of children in the county, between four and eighteen years of age :

Boys.....	902
Girls	880
Total.....	1,782

The amendment to the School law passed last winter, making it necessary to take the names of the children, as well as the parents, caused a great deal of unnecessary trouble and expense. Notwithstanding I visited the Trustees of nearly all the Districts of the county, and wrote to all specifically, directing them how to take the census, nearly all the School Marshals neglected to take the names of the children, which made it necessary for me to return the reports for correction in that particular. One or two refused to correct their reports. If any lose their School money it will not be my fault. I cannot possibly understand the object of such a law, unless some legislative Solon, of whom there were plenty in our Legislature last winter, knew of no other way to distinguish himself. The law is entirely unnecessary, and should be repealed.

School-houses and School Districts.—There are twenty-five Districts in the county, in all of which Schools have been maintained for the legal term. One District, Secret Ravine, was divided in May last, the eastern portion being called Franklin, and the western, Smithville. Franklin District has no house, but the inhabitants have voted a tax to build one. Smithville District has the old School-house, but will build a new one soon. Dutch Flat, Michigan Bluff, Yankee Jim, Forest Hill, Coon Creek, Lincoln, Union, and Todd's Valley, have good houses, built with some regard to taste, comfort, and convenience. Four Districts have no School-houses, among which is Auburn, the largest and wealthiest District in the county, and the School-houses of the balance are unfit for the purpose for which they are intended. All the Districts, except Auburn, that have no houses, or have poor ones, are making exertions to build good substantial houses.

Teachers.—Of these we have a great improvement over last year. There are four first class Teachers in the county—Teachers that are bright ornaments to their profession; eight second class; and the balance are teaching from suffrance.

Before our Common Schools can attain that efficiency for which all true friends of education are laboring, they *must* have Teachers who are, in the broadest sense of the term, *educated*, and who are enthusiastic, conscientious devotees to their profession. Until we can secure such Teachers, all efforts to elevate our Schools will prove abortive. But the question presents itself: How are we to get rid of these quacks in the profession—these men and women who can find nothing else to do, and teach School as a makeshift? What can be done when Trustees *will* employ such persons against the earnest remonstrance of the Superintendent? If you refuse their pets a certificate, you have the whole community about your ears. They may answer all the questions put them, and then be utterly incompetent, as I have frequently found to be the case.

I have found in my visits to the Schools, that where the competent, earnest Teacher is employed, the pupil's interest is excited, his attention aroused; he, in turn, excites the same feeling in his parents, and the whole community becomes interested in the School.

Many of those classed as second class Teachers, are earnest, conscientious, and devoted to their profession, taking every means to improve themselves, and will eventually take a high position in their profession. Such should, and do, receive encouragement. But the class who teach simply for the money they receive, must be driven from our Schools.

I have devoted thus much space to this subject, because I consider it of vital importance to the interests of education and the well being of *society*.

Finances of the Schools.—The next subject of importance to the success of our Schools, and without which we cannot hope to succeed, is money. Good Teachers must be paid remunerative wages; School-houses must be built, and libraries and apparatus secured.

As I have already intimated, our School finances are in a much more prosperous condition than at any former period. The following is the amount received from various sources during the School year, ending October thirty-first, eighteen hundred and sixty-two, nearly all of which has been paid out, or is due for Teachers' salaries:

Amount received from the State.....	\$1,736 04
Amount received from the County.....	5,465 41
Amount received from all other sources.....	3,359 80
Total from all sources.....	\$10,561 25

The real amount expended for School purposes much exceeds the above. In most of the Districts it was impossible to obtain the amounts expended, by rate bill, private subscription, etc.

At the January apportionment, we shall begin to receive the benefit of the increased rate of taxation for School purposes. The people of Placer County will have reason to thank our Board of Supervisors for their enlightened policy in increasing the rate of taxation for School purposes.

Placer County can afford to be liberal to her Schools, for she is out of debt, with nearly forty thousand dollars (\$40,000) in the Treasury. What better investment could be made of that money than to transfer it to the School Fund, as a perpetual source of income to the Common Schools? The intelligent man can easily see what the result would be.

Trustees.—During the School year just closed, the Trustees have taken a lively interest in the Schools under their charge. It is a thankless office, at best. They have everybody to please, and everybody expects them to perform impossible things. If there is not sufficient to pay the Teacher, they are expected to obtain it; if the Teacher does not satisfy the expectations of the people, they are blamed for employing him; and so on through the whole catalogue of grievances.

Schools.—We have no graded Schools in this county. Four Schools, Auburn, Forest Hill, Dutch Flat, and Michigan Bluff, ought to be graded, but there is little prospect of it for the present. The efficiency of the Schools would be greatly increased by grading them.

Examinations.—Most of the Schools have had examinations during the past year, and many were very creditable, both to the Teachers and the scholars. I have discouraged exhibitions as much as possible, believing them to be detrimental to the scholar, vexatious to the Teacher, and a trouble and expense to the parent.

Private Schools.—There have been five Private Schools in the county during the year, three of them taught by Teachers who were the Teachers of the District a portion of the year—that is, while the funds lasted, and the balance of the year kept Private Schools. There is a Private School kept at Forest Hill, under the patronage of the Catholic Church; Teacher, Miss O'Connor. She has about twenty scholars, and is an excellent Teacher. A Private School at Michigan Bluff, kept by Miss

Miller; number of pupils not known. There have been Private Schools in different portions of the county kept for short periods.

Number of months during which Schools have been kept open.—The time during which Schools have been maintained is but little more than it was last year. This is accounted for by the fact that there are more Schools, and that many of the Districts have kept School but three or four months during the year; but in all the larger Districts, Schools have been kept open longer than heretofore. Many of the Districts ascertain, as near as possible, the amount of money that will be due them, and have Schools no longer than the money will be likely to last. But a better practice is fast gaining ground, and that is, to pay the Teacher, say forty dollars (\$40) a month, from the Public Treasury, and collect a certain sum per month from each pupil, by rate bill, thus enabling them to keep up a School the greater portion of the year. The Trustees, in making returns, took no account of the portion of the year during which Private Schools were maintained by the same Teacher that taught the District School the balance of the time.

Attendance at School.—Of the number of children between four and eighteen years of age in the county, something over one half attend School, with about one third daily average attendance. The daily average should be much larger. There are various causes why it is not:

First—Apathy of parents. Many parents do not seem to care whether their children attend School or not. The most trivial excuse on the part of the child is of sufficient importance to keep him from School.

Second—The child may take a dislike to the Teacher, report his wrongs, with childlike exaggerations, to the parent, and, ten chances to one, the parent does not go to the Teacher to find out the truth, but takes the child's word, and takes him from School; when, very likely, the Teacher is ignorant of the cause.

Third—Incompetent Teachers. This is a great and crying evil of which I have spoken before. That person who cannot make the school room sufficiently attractive to induce children to love it, and seek it in preference to any other place, is not fit for the business of teaching.

Change of Teachers.—Another great evil of our Schools, is the frequent change of Teachers. Very few of the Districts keep the same Teacher more than one term of three or four months—some not as long. The reason, in many cases, is that the Schools are kept open but three to five months during the year, and the Teacher, no matter how well qualified he may be, has to seek employment elsewhere.

Then again, many of these travelling Teachers do not expect to retain any School more than three or four months, and then go somewhere else to impose their miserable services upon a District unacquainted with them.

But I am glad to notice a great improvement in this respect. Parents are beginning to feel the importance of having good Teachers, and giving them constant employment.

Experience in Teaching.—The Teachers' experience varies from three months to twenty-two years.

Improvements Needed.—These are numerous:

First—School apparatus. Very few of the Schools have any apparatus at all; some not even a blackboard. It is next to impossible for the best Teacher to succeed without some apparatus for object teaching. If parents, and even Teachers, could fully understand the importance of having an apparatus, such as maps, globes, charts, blocks, and many other things necessary in a School room, it would not be long before

they would subscribe the amount necessary to procure them. The blame lies mostly with the Teachers; for how long, with proper representations from the Teacher, would it take to raise money sufficient to procure such things. Very many people do not consider such things necessary, and it is the Teacher's province to educate the public mind as well as to instruct his pupils—which he can accomplish if he be qualified for his position.

Second—We need better School-houses. Although we have some good ones in the county, few of them are properly arranged, nearly all badly ventilated, uncomfortable seats, and inconvenient in every way.

Third—Uniformity of text books. One who visits the Schools of this county will find all the text books published since the days of Lindley Murray—many that are curious and rare. In one School I noticed four different grammars, three different readers, two different spelling-books, five different arithmetics, and four different geographies—all used in the School. What Teacher can succeed with such a multiplicity of text books? It will be impossible to introduce a uniformity of text books without a positive law compelling parents and Teachers to adopt them. Such a law should be enacted. It does not matter so much what text books are adopted, as it does to have a uniformity. An intelligent Teacher can supply any defect in a book, but it is hard to classify his School when he has so many different books upon the same subject in the School. Some of the most intelligent Teachers are making exertions to introduce a uniform series of text books.

Fourth—Libraries. Every District could have a Library if proper exertions were made. Scarcely a person in the District but would contribute a book, or give the money to buy one. Of the benefits to be derived from a good Library in each District, it is needless to speak. I know of but one District in the county that has a Library.

Fifth—The indifference of parents, and Teachers even, is productive of many evils to our Schools. The parent neglects to send his child to School regularly; the Teacher fails, or is incompetent, to interest the child sufficiently to induce him to go to School of his own accord, and the consequence is irregular attendance, want of interest in the pupil, and slow progress in his studies. The only remedy for these evils that I know of is the employment of superior Teachers, and education of the public mind. If a few liberal minded, educated gentlemen in each District would take hold of the subject, it would not be long before the public would be aroused.

School Laws.—As one of the committee appointed at the late State Teachers' Convention on amendments to the School Law, I would most respectfully recommend the following:

First—A law placing rate bills on the same footing as any other civil contract.

Second—A law compelling parents to send their children to School a certain number of months each year, for a certain number of years.

Third—A law compelling parents and Teachers to use a uniformity of text books throughout the State.

Fourth—Repeal the law of May sixth, eighteen hundred and sixty-two, which relates to the duties of School Marshals.

Fifth—Repeal the law of May fourteenth, eighteen hundred and sixty-two. It is simply ridiculous.

Sixth—Legalizing County Teachers' Institutes, and compelling Teachers to attend.

Seventh—Make it mandatory on the Teachers to attend the County Board of Examination, and provide for their pay.

Eighth—Give County Superintendents the power to examine Teachers, and give a certificate, subject to the decision of the Board of Examiners afterwards.

Very respectfully yours,

A. H. GOODRICH,
Sup't of Public Schools of Placer County.

SACRAMENTO COUNTY.

F. W. HATCH.....Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—A review of the past year affords a gratifying retrospect.

Notwithstanding the unforeseen and unusual obstacles against which we have been compelled to contend—the temporary interruption of some of our Schools by an unprecedented flood, the destruction of property, and the consequent breaking up of communities—we are able to present a record attesting the popular interest in the subject of Common Schools, and the determination to secure the inestimable advantages they are designed to bestow.

Perhaps there can be no better method of exhibiting the actual progress made, than that hitherto adopted, of contrasting present results with those of the past. The comparison is encouraging to the friends of education, and creditable to the enterprise of the people.

In eighteen hundred and sixty-one, the number of county Schools sustained was thirty-nine. This year there have been forty-three. Those kept last year, for two consecutive months and over, were six; this year, eight. Those of eight months and over, last year, were thirteen; this year, sixteen. Last year, fifteen were maintained six months and over; this year, twenty-one.

My last report designated the total attendance of pupils in the county. (outside of the city,) at eleven hundred and ninety-four; this year the number is fourteen hundred and fifty-six. Then, the average attendance was six hundred and twenty-eight and two twenty-sevenths; now, it numbers eight hundred and sixty-one—the excess being two hundred and thirty-three, nearly.

The Census Marshals reported the population between four and eighteen years of age, for the year ending October thirty-first, eighteen hundred and sixty-one, at two thousand and twenty-two; the present returns enumerate twenty-four hundred and seven. Of these, there attended school for some portion of the year, about fifty-nine per cent. During the school year just closed, above sixty per cent have availed themselves of the privileges afforded.

The total number of School months, (calendar,) during which schools have been in progress, have been two hundred and seventy-three months and twenty-five days, or an average, for forty-three Schools, of six months and eleven days.

The amount reported to have been raised in the Districts for the pay-

ment of Teachers, is four thousand and fifteen dollars and eighty-five cents, against three thousand five hundred and thirty-two dollars and fifty-seven cents last year. I am confident, however, that the difference is much larger than has been designated by the Trustees. Many of them keep no record of their official acts, and consequently have not been able to complete their reports in this important particular. Several of them, I know, have failed to state the amount raised by private subscription and paid over to the Teachers, when the credit for a laudable liberality was justly due.

The population statistics of the county are interesting, as exhibiting a gradual and healthy increase. While it was supposed by many that a considerable number of our people had been compelled by the disasters of the past winter to seek other homes, the juvenile population of the country Districts, between four and eighteen years of age, has, as has been stated, increased two hundred and eighty-five. Nor is this all: the total population of children of all ages, which a year ago was reported at three thousand and fifty-four, has since risen to thirty-five hundred and twenty-three—showing an increase of four-hundred and sixty-nine. Of this increase, only one hundred and eighty-four are due to children under four years of age. Probably, the greater portion of it arises from the influx of immigration from the Atlantic States, the population of some of the Districts having been largely augmented from this source.

The relative standing of the city and county, it will be seen, has been reversed. Heretofore, the juvenile population of the city has been in excess of that in the county; this year the latter has three hundred and ninety-nine more than the former. Including the City of Sacramento, the entire School population of the county (between four and eighteen years of age) is four thousand five hundred and fifteen.

When we consider the extent of evil done to many sections of the county by the floods of the last winter, and the pecuniary losses of the population, the review of the School interests just made is highly gratifying. It is indicative of a spirit of enterprise superior to the severest misfortune, and an energy which no disaster can abate. With one or two exceptions, in which the destruction of property and the breaking up of social relations was so overwhelming as to be, for a short time, almost irremediable, no serious interruption in our Schools has occurred. They have been maintained in defiance of many obstacles, and, in some cases, at much pecuniary sacrifice, and under circumstances reflecting credit upon the decision and perseverance by which it was accomplished.

The Teachers employed in our Schools, with few exceptions, are earnest in their labors, and well qualified for the duties of their vocation. In this respect, the past few years have been productive of much improvement. This is due, in part, to the new system of examination adopted, and the consequent withdrawal of those who, without the shadow of qualification, had for so long usurped the privileges and positions of Teachers; but mainly, I believe, to the influence of the Teacher's Institute, now in successful organization in the county. The effect of this institution has been most gratifying. Its advantages seem to have been fully appreciated by most of the Teachers, and its sessions made interesting and instructive by the general co-operation of the members. It has afforded a healthful stimulus to all engaged in the work of education, quickened their zeal, aroused a spirit of emulation among them, awakened a proper sense of the importance and responsibilities of their office, and of the relations they bear to society. It has made them feel the

true dignity of their profession, and induced a determination to maintain its character, and make it conducive to useful and noble ends. For this, if for no other reason, it deserves to be encouraged.

Another indication of interest which the statistical report of the year affords, is to be found in the expression of a decision by so many of our Teachers to embrace the business as a permanent occupation. Of forty-eight Teachers employed in our country Schools, it will be seen that thirty-four have given this assurance. This is a step in the right direction. It is a token of promise. It is an evidence of real progress—a guarantee of success and of the elevation of our system of instruction to a high standard. The cause of education can never prosper until confided to the hands of those who are devoted to the work, whose hearts are enlisted in it.

The greatest evil of the past has arisen from the indifference of Teachers to the duties imposed upon them—the absence of any real interest in the business. They took it as a matter of speculation, or rather, from the force of necessity. They were mostly adventurers in a new country, seeking employment of some kind, and ready to embrace that which first presented itself. Their sympathies were not engaged in the work. There was a routine labor to be performed, a certain number of classes to be heard; but beyond this and the necessary condition of their monthly salaries, they were accustomed to observe a cold indifference. Under such auspices, the system of Free Schools could not flourish. It lacked the vital energy which gives support, and is the assurance of success.

I believe that the facts existing warrant the conviction of a better and more encouraging condition of things in this respect at the present time. The reign of charlatanism in teaching has passed, and the places once occupied by the unworthy, are generally supplied with honest, earnest, and conscientious laborers in a profession whose responsibilities they appreciate, and to whose advancement they are devoted.

But with all these flattering circumstances in our favor, there is much yet needed to make our system complete. We have accomplished something, but we are far from having discharged our whole duty. Our Schools are as yet deprived of many of the conveniences which older and more wealthy populations have been able to furnish; among these are good School-houses. In this respect, I regret to say we are sadly deficient. Many of the houses used are totally unfit for the purpose; rude and unattractive in their appearance; constructed without regard to the wants of a School; oftentimes too small to comfortably contain a third of the children crowded within them; and ill adapted for ventilation in summer, or warmth in winter.

The duty of every District to provide a neat, substantial, and suitably arranged School building, has been frequently overlooked—the moral influence it is calculated to exert, entirely disregarded. It seems, with some, to be considered enough if a roof and four walls, of any size or shape, are thrown together, without reflecting upon the moral and physical evils entailed upon the pupils. Even where a convenient house has been provided, there is observed, in some cases, a lamentable deficiency in suitable seats and desks. No attention has been paid to the requirements of the pupils—children of all ages being seated together upon benches of equal height. The construction of such as we have, too, is often poorly adapted to the convenience of any one. It is painful to see little children of four and five years of age seated for hours daily upon a bench put together without any view to comfort—sometimes with a single rail at the top, sometimes with none, their legs dangling in

the air, and their unsupported bodies forced to seek a frequent but temporary relief in a change of position. Yet, even under these circumstances, order is expected in the School-room.

Happily, these observations apply to only a portion of our Districts. In some of them the wants of children have been properly regarded, and every necessary attention paid to comfort, cleanliness, and propriety.

During the past summer two or three new houses have been erected, which, though small and plain, are well adapted for the present necessity. Others are soon to be commenced, and one, in the flourishing town of Folsom, is now in progress, which, when completed, will be an ornament to the place, and an abundant testimonial to the enterprise and zeal of the people.

I trust that before another year rolls around there will be less cause for complaint everywhere.

In my last report I took occasion to notice the evils attendant upon the common practice of a frequent change of Teachers. The habit, unfortunately, still prevails. During the year ending October thirty-first, eighteen hundred and sixty-one, not less than fifty-two Teachers were employed to conduct the thirty-nine Schools then in operation, and this year I find the number for forty-three Schools has been fifty-eight. The habit arises mainly from a spirit of dissatisfaction—the prejudice of individuals, who frequently declare that they will withdraw all support from the School while this or that Teacher is at its head. Such a practice is ruinous to success. It strikes fatally against the usefulness of a Teacher, and the advancement of pupils. Every Teacher has certain difficulties to surmount at the commencement of a School. He must acquaint himself with the mental characteristics of those confided to his charge, study their dispositions, gain their confidence, win their affections, familiarize them with his method, and learn by experience how to adapt his instructions to the circumstances and material around him. Yet, oftentimes before he has accomplished even the least difficult of these essential duties, he is summarily dismissed, and another installed in his place. Again the same initiatory obstacles arise, with the same result. Is it to be wondered at that Teachers are complained of, charged with inefficiency, and that pupils fail to progress in their studies? Teachers are expected to enter upon their duties in a routine way. The necessity of time to examine the *material* before them, to organize their classes, and develop a system of instruction suited to the School, is entirely lost sight of. He must go to work like the medical empiric, and prescribe the same medicine for all his patients. If any fail to be improved, it is by no means surprising.

Among the improvements introduced into our School system during the past year or two, I regard none as of more value than the establishment of Teachers' Institutes in many of the counties. They are recognized everywhere, wherever Common Schools are sustained, as being indispensable agents of progress, necessary to the creation and maintenance of an active zeal among those engaged in the business of teaching. They should, therefore, be encouraged. The helping hand of the Government should be extended to sustain and foster them. In our present condition, one great obstacle to their general adoption is the expense attending their formation and the publication of their proceedings. Another impediment in their way is the unwillingness of some of the Trustees to allow the Teacher for the time spent in his attendance upon their sessions, and the inability of some, who really desire to participate in their proceedings, to incur the loss of time, and the consequent de-

duction from a salary already barely sufficient for their support. I am happy in being able to state that both these obstacles have thus far been partially overcome in this county by the liberality of the Trustees, and the willingness of the Teachers themselves to make some personal sacrifices for the furtherance of an object which they fully appreciate. But this is not always so, and I feel that even the test of enthusiasm is too great to be long borne.

An effort was made by some of the friends of education at the last session of the Legislature to provide a remedy for these inconveniences. First—By making it the duty of Trustees to permit and require the Teachers in their respective Districts to attend the sessions of the Institute, and allow them their usual salaries during absence. Secondly—By providing for a small annual appropriation from the Treasury for their support, and to defray the expenses necessarily attendant.

Both of these amendments were strongly yet strangely opposed in the Assembly, where they were first introduced by parties professing to feel an interest in the cause of education, and to secure the passage of the first, the second was, I believe, withdrawn. Yet even this, after having passed the House, was killed by inaction in the Senate.

It is to be hoped that some provisions similar to those alluded to will receive the sanction of the next Legislature. I believe they are called for by motives of interest affecting the system of instruction in the State. The time occupied by Teachers in their attendance upon these Institutes is not lost. It is reflected upon the system of Schools in an increased efficiency, in improved methods of instruction, and in the awakening throughout the community of a general interest in the subject of education. It is amply repaid by the direct, palpable, and positive advantages accruing to the Schools themselves. These facts, so evident to all who are familiar with the subject, are not always appreciated by the public; and hence the occasional unwillingness of Trustees to vacate their Schools for the purpose.

An amendment to the School law touching this subject would exert a wholesome influence.

Again: the law of eighteen hundred and sixty provides for the formation of a State Teachers' Institute, and makes a liberal appropriation for its support. With all the respect to this important institution, and with an earnest desire to see it maintained as a State organization, it is my opinion, judging from the past, that it must always be subordinate, in practical utility, to the County Institutes. The expense of attending it amounts to a positive prohibition with many Teachers living at a distance from San Francisco or Sacramento. It can, therefore, be made available to scarcely a moiety of those who would take an active and intelligent part in a county organization.

The interest excited by the latter must also be greater; their proceedings are likely to be of a more practical character, and the local influence upon the community is manifestly greater. While the State very properly encourages the one, can it not also extend a small pecuniary aid in promotion of the other? An appropriation of one hundred dollars annually to each County Institute in successful operation, while it would be lightly felt by the State, would materially facilitate their formation and aid in the dissemination of the practical facts elicited. Or, if this cannot be effected, a legal provision requiring the county Boards of Supervisors to appropriate this amount from the County Treasury towards the encouragement of these Institutes, and for the defrayment of the

necessary expenses attendant thereupon, would exert an equally good effect.

Allusion was made in one of my previous reports to the law regulating examinations. I desire again to call attention to the subject; more especially to that provision which requires an annual citation before the county Boards. It is at least fair to presume that a Teacher who to-day presents himself for examination, and receives the indorsement of the Board attesting his capacity to teach and govern a Primary School, will, after engaging for the succeeding year in the active, practical duties of to which his credentials entitle him, be as well qualified at its close as when first invested with authority. Indeed, the very natural inference would be in favor of a greater familiarity with his duties. Yet, by the present law, he must, at the expiration of each year, go through with at least the formality of a new examination, and this, too, as often happens, by the same Board before whom his claims were first presented.

When, as is frequently the case, the applicant desires to advance his position, and seeks to obtain a certificate of higher grade, the law is proper enough. He should give ample evidence of qualification for the grade desired. It is against the annual repetition of the same forms by the same Examining Board that the objection is urged.

I believe that a modification of the law, to the effect that a certificate of qualification to teach a School of a definite grade shall have full force and effect for at least two years, would save much inconvenience, and tend in no way to detract from the utility of an enactment which, in its general operations, has done more to elevate the character of our Schools than any other provision lately introduced into our School law. Whenever a change to a higher grade is sought for, an examination should, of course, be required.

This much of my report refers mainly to the county Schools, those more immediately under my supervision. Of the city Schools, in all that concerns their prosperity and practical utility, I am happy in being able to make a favorable report. The report of the City Superintendent, herewith transmitted, will exhibit their operations in detail. It shows a more healthy pecuniary condition than that of the past few years.

The Teachers employed are generally well qualified for their positions, faithful, and devoted to the work in which they are engaged. It is believed that they will compare favorably, in all essential requirements, with an equal number anywhere.

Probably no District in the State has suffered, to anything like the extent of this, by reason of the floods of the past winter. It will be seen that the interruption of the Schools, consequent thereupon, has materially reduced the total number of School months during which they were maintained. The average time for the twelve Schools has been eight months and four and one third days.

In all other respects, in their general management, the excellence of their instructions, the zeal of Trustees and Teachers, they have never been more successfully conducted.

Respectfully yours,

F. W. HATCH,
Sup't of Common Schools of Sacramento County.

SANTA CLARA COUNTY.

S. S. WILES.....Superintendent.

HON. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—In compliance with instructions from your department, I submit the following report :

The whole number of organized School Districts in the county is thirty-four. The number of Teachers necessary to fill the Public Schools is forty-one. The larger portion of our Schools have been conducted by Teachers well qualified for their vocation, while the smaller portion fail to maintain that discipline which should characterize the well regulated School.

School-houses.—Of the thirty-four School Districts, but twenty-two are in possession of School-houses, and of this number, but twelve are worthy to bear the name. I am pleased to state, however, that several new Districts are outrunning their older neighbors in obtaining sites for and erecting School-houses ; and also, that several of the older Districts have resolved to make amends for the past by building and furnishing first class houses. The Trustees of Santa Clara especially deserve much credit for their efficient labors in raising the standard of their Public Schools, and the money necessary to build and furnish a good Union School-house.

There are two School-houses in the county supplied with first class furniture, eight with the old style of benches and desks, while the remaining twelve will bear no comparison with School-houses as they should be.

Average Attendance.—The whole number of children in the county between four and eighteen years of age is three thousand five hundred and sixty-four. The whole number enrolled in the Public Schools is one thousand five hundred and seventeen, being about forty-three one hundredths of the whole number. The average number attending School has been seven hundred and sixty-six, being about one fifth of the whole number. Again : if we add the number attending private Schools, (seven hundred and fifty), to the whole number enrolled in the Public Schools, (one thousand five hundred and seventeen,) we have a total of two thousand two hundred and sixty-seven, which, taken from the whole number, (three thousand five hundred and sixty-four,) we have one thousand two hundred and ninety-seven children who have not attended School during the past year. This should not be so ; but still, it might be worse.

We will now look for the causes and the cure. Those who complain most of the want of School privileges, of being so far from the School-house, have never made an effort to correct the evils of which they complain. All of these complaints may be fairly cancelled by the judicious use of a small amount of money in each District. This little sum of money should be about eight dollars per annum to every child to be educated. This sum should be derived from the State Fund and county taxes. Such a fund would enable every community of thirty children to maintain a free School six months in the year. Then, indeed, would our Public Schools advance in numbers and efficiency, and we would no longer be compelled to make such returns as forty-three one hundredths

enrolled, and twenty one hundredths average attendance; but, on the other hand, the result would be worthy of the name of Free Schools.

Change in the Apportionment.—And here I beg leave to offer a suggestion in relation to the apportionment of the Public Fund. If the School moneys could be apportioned to each District in the State in proportion to the average number of children in daily attendance for a given time, would there not be an incentive to action that does not now exist? and would there be any injustice in such a distribution? None. While under the present system there appears to be much injustice. To illustrate, I will compare two Districts:

The first returned one hundred and sixty-four children in eighteen hundred and sixty-one. The second returned forty-three children.

The first enrolled forty-two children in School. The second enrolled twenty-eight children.

The first had an average attendance of twenty-six. The second had an average attendance of twenty.

The first kept a School open six months. The second kept a School open seven and one half months.

This comparison demonstrates two things:

First—That many children in large Districts never receive the benefits of the Public Fund, to which they are entitled; and,

Second—That while some Schools are maintained entirely by the Public Fund, others are maintained almost entirely at private expense.

In the case that I have cited there appears to be a great inequality in the money received and the service rendered:

The first received four hundred and thirty-four dollars and ten cents, (\$434 10.) The second received one hundred and thirteen dollars and ninety-five cents, (\$113 95.)

The first instructed twenty-six children six months. The second instructed twenty children seven and one half months.

Examinations.—I am of the opinion that the law in relation to the examination of Teachers might be improved in some respects. I would grade the certificates as first, second, third, and fourth class. The first class certificate should run three years, the second class two years, and the third class one year. The fourth class should be granted only at special examinations, and should run only until the next regular examination. A great deal of inconvenience would be avoided by giving the County Superintendent power to grant certificates on special examination.

Rate Bills.—I am of the opinion that a law to enforce the collection of rate bills, would be a great advantage to our present system of maintaining Schools.

Teachers' Institute.—The Teachers of this county have formed themselves into an association, under the above title, which bids fair to be of great benefit to our Public Schools. The Institute meets on the first Saturday of each month, for the discussion of all matters of interest to the Teacher, or for recitations, declamations, instructions from Teachers, or reading of essays. The evening is devoted to lectures by gentlemen of ability, engaged for the occasion. Our worthy State Superintendent delivered an able lecture before the Institute, in November, and the Rev. Mr. Dryden entertained our association in a very able manner at our last session.

I will close by saying that though many of our Public Schools are very deficient, and fall far below a proper standard, yet the greater number are making commendable progress, and some will compare

favorably with the best Public Schools of the State. I think that we have much to encourage us to make renewed efforts in extending and improving our Public Schools, the strongest pillars of a free government.

I am, very respectfully,

S. S. WILES,
Sup't of Public Schools of Santa Clara County.

SHASTA COUNTY.

GROVE K. GODFREY.....Superintendent.

HON. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR:—In accordance with the requirements of the law, I submit to you this, my annual report of the condition of Public Schools of Shasta County, for the School year ending October thirty-first, eighteen hundred and sixty-two:

The gradual improvement and extension of our Schools form the only safe and durable basis for a system of popular government, and the increasing concern felt for their maintenance and prosperity, is the surest evidence of their real worth and of the appreciation of our citizens of the efforts annually made to perpetuate them.

An examination of the statistical report will afford a pretty correct statement of the condition of our Schools and the interest of education within my jurisdiction.

The reports of the Teachers and Trustees, just received, have formed the most reliable source of information, to which it is proper at this time to direct public attention. They reveal the most prominent features, and furnish ample grounds for reflection and comment.

Returns, more or less complete, have been received from every District except Cow Creek, bearing within themselves the evidence of a greater amount of care and exactitude than has hitherto been observed. They exhibit an increasing interest in the subject of education, a deeper sense of its importance, and a steady and gratifying improvement in the means of its promotion.

According to the School Marshals' census returns for the year ending October thirty-first, eighteen hundred and sixty-one, there were seventeen School Districts, containing one thousand four hundred and twenty-seven children under twenty-one years of age; between the ages of eighteen and twenty-one, forty-nine; between the ages of four and eighteen, and where Schools were maintained, eight hundred and eighty. Of these, four hundred and thirty were boys, and four hundred and fifty girls; under four years of age, four hundred and ninety-eight; born in California, six hundred and eighty-eight.

Upon an inspection of the statistical part of this year's report, it will be seen by the census of this county, recently taken, that there are eighteen School Districts, and the whole number of children under twenty-one years of age, is one thousand four hundred and eighty-one; *between the ages of eighteen and twenty-one, twenty-nine; between the ages of four and eighteen, entitled to the benefits of a Common School*

education where schools have been maintained, nine hundred and ninety-two. Of these, four hundred and seventy-eight are boys, and five hundred and fourteen are girls; under four years of age, four hundred and sixty. In the county there are thirty-six more girls than boys; born in California, seven hundred and fifty-eight; deaf and dumb, none; blind, none; showing an increase over last year of fifty-four children in the county.

Twenty-six Schools have been held during the year, twenty-two public, and four private. Number of children attending Public Schools, enrolled in the county, five hundred and two; which would be some over one half of the county census, whilst the average daily attendance is considerably less than this, being only about three hundred and fifty-four in the entire county, and a little less than one third of the School census. Total number of pupils attending Private Schools, is two hundred; which makes an increase over last year of forty scholars. All the Schools taught are primary. Total number of calendar months during which schools were maintained, eighty-five. The Schools have been kept in session on an average of about six months. Number of male Teachers, eight; and fourteen female Teachers. Teachers' ages vary from seventeen to thirty-six years; their number of years of experience vary from one to twelve years; only twelve design making teaching a permanent profession.

The full amount of monthly salaries paid Teachers, to the close of the School year eighteen hundred and sixty-two, is nine hundred and forty-three dollars.

The number of boys taught in the Districts, two hundred and twenty-one; number of girls taught, two hundred and eighty-one.

There are eighteen School-houses in the county; the material of which the houses are built is lumber.

Valuation of School-houses and furniture.....	\$5,557 44
Amount of School Funds received from the State	976 80
Amount of School Funds received from the county taxes.....	1,058 20
Amount raised in Districts by rate bills and private subscrip- tion.....	1,524 54
Total receipts for School purposes.....	\$3,720 54
Total amount paid for Teachers' salaries.....	3,620 04
Amount expended in erection or repairs of School-houses.....	247 44
Amount expended for School libraries and apparatus.....	25 00
Amount expended for all other purposes, including rents, fuel, etc	24 00
Total expenditures for School purposes.....	\$3,916 48

The present report furnishes ample evidence of a gradual and healthy advancement in all the essential elements of a good and efficient School system. Among these, are the increase in the number of Schools, the greater length of time during which they were maintained, and the larger average attendance of pupils. In all these important features,

though still far behind what we ought to be, we have reason for congratulation.

The number of county Schools reported last year was nineteen; this year they amount to twenty-two. The whole number of pupils taught during last year was reported to be four hundred and thirty-six; now it reaches five hundred and two. In the former, the daily average attendance was three hundred and six, while during the latter it has been three hundred and fifty-four.

The number of months during which all our Schools were maintained in the several Districts in the county was last year reported at eighty, and the average term, five months. Now we are enabled to report the total number of months during which our Schools have been maintained, at eighty-five months, or an average for the seventeen Districts of about five months.

The amount of money raised in the several Districts for School purposes, was two hundred and fifty dollars (\$250;) during the past twelve months it has risen to one thousand five hundred and twenty-four dollars and fifty-four cents (\$1,524 54.) It will be seen by the table that the entire cost and maintenance of the eighteen Schools that have been reported to this office has been three thousand seven hundred and twenty dollars and fifty-four cents, (\$3,720 54,) of which the public funds, State and county, have amounted to only two thousand and thirty-five dollars and twenty cents (2,035 20;) the remainder, to pay Teachers, has been raised by rate bills and private subscriptions.

With these general results, derived from the statistics furnished by the Trustees, we have good cause for congratulation. This is an indication auspicious of a better state of things for the future. They speak well for the spirit and enterprise of the people, and demonstrates their appreciation of the benefits to be derived from the support of the Common School system.

Many of the Trustees have performed their duty well, whilst others have evinced no interest whatever in the success of Public Schools under their supervision. They have grossly neglected their duties in several instances in this county, and one in particular, in not having a three months School to draw the Public School Funds.

Two Districts have made no reports, although frequently reminded by the county Superintendent. Out of the eighteen District reports from the Trustees, only four have been signed by the whole Board. In some instances there was but one signature, and one Trustee's report without any signature. This neglect is owing mostly to the small amount of School moneys received for the support of Public Schools. Trustees are so cramped for means, and have so many to please, upon whom they are dependent for a large share of the Teachers' pay, while, nevertheless, they are expected to have a School in full blast all the year round, that their situation is truly unenviable, and they lose all energy in School affairs. The fact is, too much is expected by many from the public money. They are ready to suspect something wrong, and wonder what has become of the public moneys. Successful Schools cannot be sustained without money and efficient Teachers, but it is impossible to retain good Teachers until the time comes when they can be certain of their pay and permanent employment. Frequent change of Teachers, especially when they get a good one, works against all system and good discipline, and, in effect, neutralizes almost every special improvement or measure designed for the advancement of popular education.

During the past year twenty Teachers have been examined by the

Board of this county. These have taught in the eighteen School Districts. The law which requires applicants for Schools to obtain certificates from the Board of Examiners for the county has been productive of much benefit, as it prevents ignorant pretenders from obtaining positions they are not competent to fill, and protects the educated lady and gentleman from imposition. The examinations have been, in most cases, quite rigid; the Board having kept in view the recommendation to "establish a high standard of qualification."

It gives me much pleasure to be able to report improvement in the capacity of our Teachers. In this respect, our Schools have improved so much, from year to year, that I am now able to say that our Teachers rank well, and many are excellent educators. Several of the Teachers are ladies and gentlemen of superior education, intelligence, and refinement—ornaments to the profession to which they have devoted themselves. They are not only good Teachers, but generally take a lively interest in progressive education. They seem desirous of understanding all the modern improvements, and are generally becoming masters of their profession. Some there are, however, who might be much improved by close application to study and diligent self culture.

Disaffected and incompetent Teachers have retarded the progress and weakened the influence of our Schools. Many of them, unfitted by education or disposition for the duties of the School room, have resorted to teaching as a means of temporary subsistence—as the easiest resort for pecuniary recuperation. They had no heart in the work. The energy, which alone can give life to business and insure success, was wanting. There was no professional pride to stimulate them, no glowing enthusiasm in the prosecution of their labors, no conscientious devotion to the interests of those committed to their charge. In such hands, the School system could not prosper. The name, indeed, was preserved, but its resources were too often uselessly squandered. However, there have always been many honorable exceptions, and some of those still remain at their posts, faithful to their sacred trust, energetic in maintaining not only the usefulness, but the dignity of their profession.

Happily, the attention of the people has been directed to the importance of a thorough reformation in the management of their Schools, and the necessity of employing none but qualified and faithful Teachers.

Educators cannot be successful laborers in the department of education, unless they strive to become good disciplinarians, and understand all the methods, means, and impulses of imparting knowledge. Elementary training is committed to the Teachers, and they should be careful and thorough in imparting primary instruction, and see well to this, that they charge thoroughly; to understand and appreciate the principles upon which the studies they impart are founded and developed.

Whatever is taught to children, should be well and carefully taught. Unless the foundation be well and substantially laid, the superstructure will ever be regarded as precarious.

While the pupil is cultivating the memory, direct your energies to the exercise and development of the moral nature, disciplining the will, directing the judgment and reason, and schooling the affections.

The moral, physical, and intellectual training of the young has, in all ages, been regarded as an obligation of the highest importance.

Statesmen and philosophers, however disagreeing in other respects, unite in regarding education as the safeguard of individual as well as of national welfare, and as the strongest bulwark of civil and religious liberty; and it is now universally acknowledged that in the simultaneous cul-

tivation of the mental, moral, and motive powers, not only is the mind expanded, principles formed, and the body strengthened, but a solid foundation is laid for a well balanced character, and barriers raised to the inroads of disease and premature decay. Man is a complex being, and every thorough system of training must recognize him as possessed of intellectual, moral, and physical attributes.

The task thus devolved upon the Teacher is no doubt difficult, for as each attribute is seldom correspondingly displayed, and as a healthy and vigorous whole is dependant upon harmoniously developed parts, each part necessarily requires to be subjected to watchful and careful supervision.

To attain this object, it is evident that the Schoolmaster ought to be a man possessed of superior talents and attainments, and with science and tact sufficient to stimulate, restrain, or to punish, as circumstances and cases require.

It is in the power of the Teacher, as a good potter, to produce vessels fitted for honor or dishonor. If he be skilful, he may transform the irregular mass into forms of grace and beauty; if ignorant or incapable, he may send forth objects that will offend and annoy. Such being the object, and such the requirements of the Schoolmaster, is it not anomalous that no provision is made in the *curriculum* of his studies for his education in that department of science which takes cognizance of the correlatives existing between the mind and bodily organization?

We regard a knowledge of Psychology as the channel by which alone the Teacher can reach that diagnosis of character by which to discover how to connect all parts of the noble structure which it is his privilege to conduct to a compact and harmonious whole.

A Teacher, in the first place, should know his pupils, and afterwards direct his energies so as simultaneously to develop each part of their threefold nature; strengthening where the plant was weak, pruning where vegetation was excessive, and forcing only where natural obstacles were raised to healthy and vigorous growth. By this means, he can raise the platform of education, and place the scholastic profession in the noble and honorable position to which it is entitled, where it ceases to be a mean and petty art, and takes its place as a profound and liberal science.

When this is generally accomplished, the Teacher will command his own position and his proper remuneration.

The possession of psychological knowledge would place a new power in the hands of the Teacher, impart new interest to his studies, and give an aim, an object, and directness to his instructions. Nor can the Teacher afford to overlook this powerful aid. The task he undertakes is the equipment of a human being for the business of life, than which, nothing can be more difficult, nothing more arduous, nothing more solemn and important. That lad who stands before him for the first time, in order to take his place on the form beside his other boys, is a being worthy of his deepest contemplation. Weak he seems, timorous he feels, bashful it may be, even stupid he looks, but who at this point can tell his destiny! Ill treatment now may damp his youthful energies, and send him forth a waif upon the world, miserable in himself, a burden to his friends, and a scorn and reproach to all who know him; or, neglected, may be instrumental in giving bias to certain predisposition, and he leaves school only to be the inmate of an asylum for the rest of his days; or, by judicious and careful training, founded upon scientific principles, he steps into his place a *Hayden*, to lead or guide the destinies of men.

We do not exaggerate when we assert that it rests with the Schoolmaster, more than with any other man, to lead the young to misery and poverty, or to happiness and prosperity. His pupils are placed under his care at a period of life the most pliable, and when impressions are not only most readily made but remembered. A powerful character brought into daily contact, armed with authority, and hourly bearing upon such, could not fail to leave an impression that would last as long as life itself. If the Teacher's influence is thus so potent, how dangerous must it be to intrust the education of the young to men possessed of no physiological knowledge. Surely there is enough of misery in life, without the School room, that nursery of virtue, being transformed into a hot-bed of intellectual and moral suicide. What is it to a mere lad, that his intellect is good and his principles bad, or that his principles are good, if his body, through over study, is unfit for the position it has to fill? Mere cramming is not the work of the Schoolmaster—it is trifling with his pupils, and it degrades himself. It is of vastly more importance to the boy to have his mind equally trained, to be taught habits of application, self control, and self dependence, and to be initiated into the principles and modes of acquiring knowledge, than to flood his mind with oceans of learning. By the former means, he will be sent out a man to act a busy and useful part for the world's good; by the latter, a fool, to live, die, and pass away, without raising a bubble to tell that he lived. In a word, the School is the sphere, not only to impart knowledge, but the place where the intellect and the conscience are to be cultivated simultaneously with a healthy and vigorous frame. Here, too, the dull intellect should be stimulated, perversion of the moral faculties controlled, extremely bad dispositions rectified, indolence stimulated, and excessive vanity and self importance restrained.

This, alone, is the proper work of the Schoolmaster—such the noble duties he has to fill; but we hold he can only thoroughly fulfil this vocation when deeply trained himself into a knowledge of psychological principles.

There is progress in everything—in our means, happiness, and our capacity for enjoyment.

Our Schools furnish a foundation upon which the whole subsequent life must erect a superstructure. The education of our children should be deemed the first concern of importance, as it is the most sacred duty of a free government, to perpetuate liberal institutions.

The moral and intellectual developement of the people constitutes the vital strength and the true glory of a State. To say nothing of the philanthropy of the work of training the mind of the children of the State to the principles of virtue and the softening influences of intellectual culture, it has ever been conceded that republican institutions depend for their existence entirely on the virtue and intelligence of the people. It may be safely affirmed that a general system of education, whereby the children of the poor as well as the rich are afforded access to the portals of science and literature, is the most necessary of all the supports to the edifice of civil liberty.

Upon the success of our Free Schools rests the future happiness and usefulness of the rising generation; they are the nurseries of learning, and the only opportunity that many children will have for an education. Ignorance and vice go hand in hand. Then, if we would have the children of this generation grow up moral, intelligent, and useful, they must have good Schools and thorough Teachers, who will look to their moral as well as *their physical and intellectual improvement*. Govern

ment must educate all her children; for the cultivation of the masses lies at the foundation of free institutions, and the life and safeguard of constitutional government.

In retiring from your arduous duties to private life, allow me to return my sincere congratulations for the able manner in which you have administered the affairs of the Department of Public Instruction during your official term of office, wishing you happiness, encouragement, and prosperity, for the efforts and success in securing a School law practical in its workings, and elevating the standard of teaching.

Wherever your lot may be cast, may you be with us in thought and action to co-operate in the cause of education, and we shall retain a pleasing recollection of our long association.

In conclusion, please accept the assurance of distinguished regards for the kindness and consideration you have exhibited towards the Teachers, in the advancement, the improvement, and exaltation of their profession, and more especially for the warm and flattering terms which you have seen fit to speak of the official actions and efforts of the County Superintendents in promoting the cause of progressive education.

Respectfully submitted,

GROVE K. GODFREY,
Sup't of Public Schools of Shasta County.

TULARE COUNTY.

T. O. ELLIS, Sr.Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR :—I have the honor, in accordance with the instructions of your department, to transmit to you my supplemental report, in conjunction with the formal one. The minute book promised to County Superintendents has not reached me, hence I have to write from memory. An examination of the latter report will present a correct statistical account, based on the reports of Teachers and School Trustees, for the year ending October thirty-first, A. D. eighteen hundred and sixty-two. I am not in possession of data to make this, the supplemental report, as perfect as I could wish. I have literally toiled to place the County Superintendent's office in proper order, having found it in perfect confusion when I came into office. This is my first annual report. If discrepancies be discovered, I can only say this is as correct as possible, under the circumstances. The Trustees have faithfully discharged their duties to the best of their ability. You will notice the number of Districts is less than in former reports. The Supervisors thought it best to dispense with all *nominal* Districts, and let them merge into those complying with the *letter and spirit* of the law regulating this department. With them I concur. You will notice the number of children in the county falls below the report of eighteen hundred and sixty-one, by just ninety-eight.

The number of children, under twenty-one years of age, in the county *last year*, was one thousand three hundred and forty-five. This year, ending *October thirty-first*, eighteen hundred and sixty-two, there are one

thousand two hundred and forty-seven, showing a decrease of ninety-eight. Likewise, the number of boys under eighteen and over four years of age has decreased thirty-four; the number of girls has decreased only four; total decrease, boys and girls, thirty-eight. It is gratifying to remark that we present an increase of nineteen, under twenty-one years of age, *born* in the county, showing, in spite of the restless movements of society, the growing reliability of the country. Fortunately, too, the decrease of females is far less than males. By comparing the present with the former statistical report, you will notice seventy-one in School attendance, over that of eighteen hundred and sixty-one. Of average daily attendance, the increase is nearly fifty. The increase of boys is forty; of girls, thirty-one. Increase in number of Schools, one.

While it affords me pleasure to note the increase in School attendance, it is mortifying that, out of eight hundred and twenty-two children capable of receiving instruction, only three hundred and twenty-one attend; owing, doubtless, to the great monetary disability, and the unhappy state of our beloved country, as well as the scattered position of the inhabitants. Allowing one hundred to be in attendance in the Private Schools and Academy, still, we have four hundred and one children, male and female, not at school. What a pity! We are yet in the incipient stage of education, and have much to accomplish.

The education of females, in number, compared with males, in Visalia District Number 1, is defective sixteen and two thirds per cent; in Woodville District Number 2, about twenty-four per cent; in Tule River District Number 3, over fifty-seven per cent. Female education is on the rise! Parents and Guardians are beginning to learn that the female mind has the same susceptibilities and capacities as the male, and generally more brilliant. It is high time the old foggy notions of education in general, and female education *in particular*, were buried without the hope of resuscitation.

The examination of Teachers has been critical and thorough in the branches called for, in the various Districts. I think, however, the *annual* examination of *qualified* Teachers redundant. Once examined, the County Superintendent should see to it that the various Teachers keep pace with the progressive march of mind, or dispense with them.

Owing to indisposition, professional business, and misunderstanding of the day, I have not visited the country Schools. The Trustees report favorably of their Teachers, and the advancement of the students in the varied departments of Schools. Parents are satisfied, and pupils love, and in most instances yield a cheerful obedience to, law and order. The rod is seldom used, and then as a dernier resort. Politeness is enforced by precept and example; and, had we comfortable houses and suitable furniture, we should hope to equal, if not rival, the banner county. The Visalia School I have often visited, and can speak encouragingly of Messrs. Wood and Baker's departments, intermediate and primary. These gentlemen merit a good name, and they enjoy it. Had the house and furniture been in keeping with the ability of the District and *wants* of the students, we would have presented, in this department, a brilliant report. Mr. Baker leaves us for a time, to complete his lingual education; when finished, again we shall have him in the department, with renewed light and energy. Fortunately, we retain Mr. Wood, appreciated and loved by all who know him. Messrs. French, Hudson, Baird, and Logsdon, merit the thanks, and have the good will, of their patrons and pupils. We have one Private and one Academic School, but none in our department. Should the Visalia Select Seminary, under the auspices of

Rev. B. W. Taylor, be lost, (and its safety is problematical,) we *must* have a *High School*, one in which the higher branches of mathematics and the lingual departments will be imparted.

Surveyed School Lands now in market in this county, one hundred and eighty-three thousand five hundred and twenty acres. Of this amount, thirteen thousand four hundred and forty acres have been sold, leaving one hundred and seventy thousand and eighty acres unsold. Of this vast amount only about fifty-three thousand six hundred and twenty acres are available for many years to come; the remainder, one hundred and sixteen thousand four hundred and sixty acres, being on lofty mountains or vast plains. The Swamp Land grant will subtract from available lands about twenty thousand acres. Calculating on probabilities, the School Fund from this county will be augmented sixty-seven thousand and twenty-five dollars (\$67,025.) I am indebted to the politeness of Esquire Briggs, the Land Register of this County, for the above items in relation to the School Lands.

The mode and manner of instruction is not uniform. It so happens that a student at *one* School, learning the orthography and the other three parts of grammar in accordance with Doctor Webster and Smith, has, should he go to another School, to submit to being drilled in all the technical phrases of another author; and just so with other branches. I would rejoice if the next Legislature should establish *uniformity* of books, or authorize the Honorable State Superintendent to do so in the manner his wisdom may dictate. Uniformity of books will not suppress, but *increase*, respectable authorship and varied learning, besides being a great saving of time. We want not merely good or better, but the *best* books of the age, in which and from which to instruct our children. The late law, authorizing County Superintendents to supply the place of qualified Teachers with competent citizens in the County Board of Examination, works well, as does the one in relation to the dismissal of Teachers by the same authority, after giving due notice and a hearing. There is some complexity in Appendix No. 2, to which I beg leave to call your attention.

To conclude: Upon the whole we are improving. Industry and economy, the precursors of prosperity, are on the advance. The varied and vast resources of this county, mineral and agricultural, the salubrity of the climate, backed by the growing intelligence of its inhabitants, arising from our free institutions of learning, all declare, unmistakably, the incipency of our future success.

I shall be happy to act in obedience to your wishes in this department, and also, to receive any *suggestive* instruction in learning, etc.

I have the honor to subscribe myself, very respectfully,

T. O. ELLIS, Sr.,
Sup't of Public Schools of Tulare County.

TUOLUMNE COUNTY.

CHARLES S. PEASE.....Superintendent.

Hon. ANDREW J. MOULDER,
Superintendent of Public Instruction :

SIR :—In compliance with instructions from your department, I have to report as follows :

Number of School-houses in the County.—There are eleven School-houses in the county.

Description of each.—Big Oak Flat School-house—Material wood ; one room ; dimensions eighteen by thirty feet, twelve feet high ; adapted for forty-three pupils. The average daily attendance in this School is a fraction over twenty-two, or twenty-two and ninety-two one-hundredths. The house is passable, but the furniture, as to fitness, proper construction, and quality, is totally unfit for a School room.

Chinese Camp School-house—Material, wood ; one room ; dimensions, thirty-five by twenty-five feet, and twelve feet high ; adapted to seventy pupils. The average daily attendance at this School is thirty-five.

Souora School-house—Material, brick ; contains three rooms ; dimensions, No. 1, forty feet square ; No. 2, nineteen by twenty-four feet ; No. 3, nineteen by fifteen feet, and all fourteen feet high ; adapted for two hundred and eighteen pupils. Average number of pupils in attendance, eighty-one and seven-eighths.

Springfield School-house—Material, wood ; one room ; dimensions, twenty by thirty feet, and twelve feet high ; adapted for forty-eight pupils. Average number of pupils in daily attendance, thirty.

Shaw's Flat School-house—Material, wood ; one room ; dimensions, thirty by forty feet, and twelve feet high ; adapted to ninety-six pupils. Average daily attendance, forty-seven and five eighths.

Montezuma School, (held in Church)—Material, wood ; one room ; dimensions, twenty-four by thirty-six feet, and fifteen feet high ; adapted for eighty-six and two fifths pupils. Average attendance, twenty-five.

Columbia School-house—Material, brick ; two rooms ; dimensions—No. 1, sixty by twenty-eight, and twelve feet high ; No. 2, sixty by twenty-eight, and eleven feet high ; adapted for two hundred and fifty-four pupils. Average attendance, ninety-three.

Jamestown School-houses—Material, wood ; dimensions of one, thirty by forty feet, and twelve feet high ; the other, eighteen by twenty-four, and twelve feet high ; one is adapted for ninety-six pupils, the other for thirty-four. Average attendance at both Schools, seventy-nine.

Don Pedro's Bar School-house—From this District I have no Teacher's or Trustees' report. The material of the house is wood ; one room ; dimensions, eighteen by twenty-six feet, and ten feet high ; adapted for thirty-one pupils.

Tuttletown School-house—Material, wood ; one room ; dimensions, eighteen by thirty feet, and twelve feet high ; adapted for forty-three pupils. Average attendance, twenty.

Attendance at School.—A glance at the School statistics of this county shows that the attendance at School is not only irregular, but, in proportion to the number of children, small.

The cause of this irregularity I can attribute to nothing else than the

want of interest in parents. And how it can be remedied, seems to be beyond the reach of any measures that I can suggest.

The causes of the small attendance is owing partially to the above, and partially to the want of a requisite number of Schools.

Teachers.—I hear no complaints in regard to any of our Teachers, and I think they would compare favorably with those of any other county of the State.

Of the eleven Teachers of this county, seven intend to make teaching a permanent profession.

Examinations, Exhibitions, Etc.—The brief period of time that I have had possession of my office, precludes the possibility of my informing myself on this subject; but from the reports, it appears that little attention is paid to the Schools by the parents—from which we infer that most of them are satisfied in having their children out of their way. When will parents learn the responsibilities resting upon them?

In regard to examinations, exhibitions, etc., the reports say not.

Number of Months each School has been kept open :

Districts.	Months.	Days.
Big Oak Flat.	5	2
Columbia.....	12	0
Chinese Camp	4	0
Don Pedro's Bar.....	0	0
Jamestown, School No. 1.....	6	0
Jamestown, School No. 2.. ..	5	11
Montezuma.....	4	0
Sonora.	9	16
Springfield.....	4	0
Shaw's Flat.....	4	0
Tuttletown.....	7	7

The only just means of increasing the School terms, in my opinion, is the general Free School system. The educational wants of the State imperatively demand it. It is a measure that should be urged upon our Legislature. Abler pens than mine advocate it, wiser heads than mine accept it, and older States than ours have taught us the justice and absolute necessity of it.

Remarks on the Finances of the Schools.—When the State and County Funds are exhausted, resort is usually made to rate bills. This, in many Districts, is a heavy tax upon parents. For my suggestions for improving the finances of the Schools, I refer you to remarks under the heading above.

Trustees.—While some of the Trustees seem to be alive to the interests of the Schools, others appear to be indifferent, or take no interest whatever, and totally neglect the duties incumbent upon them. If the Trustees were compelled to keep a record of their official acts, and return the same annually to the County Superintendent, and to become responsible to the Districts for all losses occasioned by dereliction in duty, it might spur them to increased activity. It is my opinion that the County

Superintendent should have the power to remove any Trustee, or Trustees, upon well founded charges. No one is supposed to be a better judge of the incompetency of a Trustee than the Superintendent. And if competent and energetic Trustees cannot be elected, let them be removed and such ones appointed.

Improvements Needed.—I have not had time to inform myself on this subject, and under this head I can make no report, but refer you to the general remarks upon education.

General Remarks.—My remarks under this head must necessarily be brief. Judging by the means at my disposal, I have arrived at the conclusion that the course pursued in most of our schools (though not in all) is too much in theory, for the means of practical illustrations are not placed at the disposal of the Teachers; and those to whom are committed the interests of the Schools, are alone responsible for the neglect.

The eye is the medium through which we communicate with the brain, and any method of illustration that is pleasing to the eye, cannot fail to impress the mind of the pupil. I would recommend a thorough furnishing of the School rooms in the country Districts, for I consider a School room without maps, charts, cubes, tablets, globes, etc., as without the most necessary Teachers.

It appears to me that we are in too much of a hurry to invest our public funds in Teachers' salaries, regardless of the benefit accruing therefrom. If less were spent to pay Teachers, and more for the means of practical illustrations, the condition of our Schools would be greatly enhanced.

Our Common School System would be greatly improved by establishing Academies, or High Schools, at convenient points throughout the State. In my opinion, wherever the higher branches are taught in the Common Schools, it is at a sacrifice of the interests of the primary classes.

Before I close these remarks, let me again refer to the necessity of urging upon our Legislature the imperative demands for a Free School System.

All of which is respectfully submitted.

CHARLES S. PEASE,
Sup't of Common Schools of Tuolumne County.

THIRTEENTH ANNUAL REPORT

OF THE

Superintendent of Public Instruction,

OF THE

STATE OF CALIFORNIA,

FOR

THE YEAR 1863.

O. M. CLAYESSTATE PRINTER.

ANNUAL REPORT.

DEPARTMENT OF PUBLIC INSTRUCTION,
San Francisco, November 1st, 1863. }

To His Excellency,
LELAND STANFORD,
Governor of California :

I herewith submit to you the Thirteenth Annual Report of the Superintendent of Public Instruction of the State of California, with the request that the same be transmitted to the Legislature, and published, in compliance with section five of the Revised School Law.

Very respectfully,

Your obedient servant,

JOHN SWETT,
Superintendent of Public Instruction.

REPORT.

GENERAL SUMMARY OF STATISTICS.

The subjoined summary of statistics will afford a general view of the condition and progress of the Public Schools for the School year of ten months, from November first, eighteen hundred and sixty-two, to August thirty-first, eighteen hundred and sixty-three :

STATISTICS FROM RETURNS OF SCHOOL CENSUS MARSHALS.

1. Number of boys between four and eighteen years of age	39,700
2. Number of girls between four and eighteen years of age	38,355
3. Total number of white children between four and eighteen years of age.....	78,055
4. Number of white children under four years of age.....	39,081
5. Number of children between eighteen and twenty-one years of age.....	4,129
6. Number of children of all ages under twenty-one years born in California.....	74,835
7. Number of children between four and six years of age...	15,987
8. Number of children between four and six years of age attending School.....	3,722
9. Number of children of all ages attending Public Schools.	29,416
10. Number of children of all ages attending private Schools	9,158
11. Number of children between six and eighteen years of age, not attending any School.....	20,062

STATISTICS FROM RETURNS OF TEACHERS AND TRUSTEES.

Total number of pupils enrolled on Public School Registers...	36,540
Average number belonging to Public Schools	22,965
Average daily attendance... ..	19,992
Number attending School under six years of age	2,246

Percentage of daily attendance on the average number belonging .....	.80½
Daily average percentage of attendance on the whole number enrolled on the Public School Registers.....	.54
Daily average percentage of attendance in the Public Schools on the whole number of children between the ages of four and eighteen years.....	.24½
Percentage of enrolment in the Public Schools on the whole number in the State .....	.46
Average number of months during which Schools were maintained.....	5.4
Average length of time Teachers have taught the same School.....	7.1

MISCELLANEOUS STATISTICS.

Whole number of Primary Schools	280	
Whole number of Intermediate Schools.....	58	
Whole number of Unclassified Schools	364	
Whole number of Grammer Schools.....	48	
Whole number of High Schools.....	2	
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Total number of Schools.....		754
Total number of School Districts.....		684
Number of Schools for colored children.....		5
Number of colored children attending such Schools.....		162
Whole number of Negro children returned by Census Marshals.		735
Whole number of Mongolian children returned by Census Marshals.....		455
Whole number of Indian children returned by Census Marshals.....		4,522
Whole number of deaf and dumb, irrespective of age.....		81
Whole number of blind, irrespective of age.....		85
Number of male Teachers employed during the year.....	535	
Number of female Teachers employed during the year	464	
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Total number of Teachers employed during the year.....		919
Number of Schools maintained less than three months... ..		31
Number of Schools maintained only three months.....		198
Number of Schools maintained more than three months, and less than six months.....		211
Number of Schools maintained more than six months, and less than nine months.....		157
Number of Schools maintained nine months and over.....		114
Average number of months School was maintained in all the School Districts of the State.....		5.4
Number of Free Public Schools maintained without rate bills..		219
Number of School Districts which have raised a District Tax		17
Number of School Districts which have made correct returns according to law.....		508
Number of Districts which have failed to make correct returns		122
Number of Districts supplied with State School Registers and copies of Revised School Law.....		684
Names of Districts not supplied.....		None.

Number of Teachers who have made returns according to law	756
Number who have failed to make such returns.....	79
Number of School-houses built of brick.....	31
Number of School-houses built of wood.....	647
Number of School-houses which disgrace the State.....	149
Number of volumes in Public School Libraries.....	3,327
Number of Teachers who subscribe for an Educational Journal.....	277
Longest time any Teacher has taught the same School.....	11 years.
Number of Teachers who have taught the same School two years and over	77
Number of Teachers who attended State Teachers' Institute	308
Number of Teachers who attended County Teachers' Institute	242
Number of Teachers allowed and paid for time in attendance on Institute.....	86
Number of School visits made by County Superintendents...	1,058
Number of School visits made by Trustees.....	971
Number of School visits made by other persons.....	2,460
Number of First Grade Certificates issued by County Board of Examination	159
Number of Second Grade Certificates issued by County Board of Examination	294
Number of Temporary Certificates issued by County Superintendents.....	124
Number of applicants rejected by County Board of Examination	99
Number of State Educational Diplomas issued.....	9
Number of State Certificates, First Grade.....	11
Number of State Certificates, Second Grade.....	12
Number of State Certificates, Third Grade.....	20
Number of applicants rejected by the State Board.....	31

FINANCIAL STATISTICS.

Amount of School Fund received from the State.....	\$145,537 84	
Amount of School Money received from County Taxes.....	307,128 22	
Amount of money received from District Taxes.....	38,731 62	
Amount received from Rate-Bills and Subscription.....	68,209 24	
Total amount received from all sources for support of Schools.....		\$581,055 77
Amount carried forward.....		\$581,055 77

Amount brought forward	\$581,055 77
Amount paid Teachers' Salaries.....	\$328,338 02
Amount expended for sites, buildings, repairs and School Furniture.....	93,931 53
Amount expended for School Libraries.....	514 75
Amount expended for School Apparatus.....	2,271 97
Total expenditure for School purposes.....	483,407 49
Amount of money derived from all sources per School Child.....	7 44
Amount per scholar for whole number enrolled on Public School Registers.....	15 90
Highest amount raised in any county by County Tax per School Child.....	11 90
Lowest amount raised in any county by County Tax per School Child.....	18
Average amount.....	4 00
Percentage of amount raised by County Tax on each hun- dred dollars of assessable property in the State.....	18
Percentage of amount raised by County and District Taxes and Rate-Bills on each hundred dollars.....	24½
Amount appropriated for support of State Normal School..	6,000 00
Amount of money expended for County Institutes.....	275 00
Average annual salary of County Superintendents.....	440 00
Amount paid Teachers for services rendered on County Board of Examination.....	400 00
Highest monthly wages, board included, paid to male Teachers	270 00
Highest monthly wages, board included, paid to female Teachers	125 00
Lowest monthly wages, board included, paid to male Teachers	29 00
Lowest monthly wages, board included, paid to female Teachers	30 00
Average monthly wages paid to all Teachers.....	80 00

RECEIPTS AND EXPENDITURES.

The State apportionment for the School year ending August thirty-first, amounted to one hundred and forty-five thousand five hundred and thirty-seven dollars and eighty-four cents, (\$145,537 84,) of which seventeen thousand one hundred and forty-seven dollars and twenty cents (\$17,147 20) was due the previous School year, July first, eighteen hundred and sixty-two—not paid “on account of pressing demands on the Treasury.” The amount derived from County School tax, as nearly as can be estimated from the conflicting returns of County Superintendents and County Treasurers, was three hundred and seven thousand dollars,

(\$307,000,) of which San Francisco raised one hundred and ninety-three thousand dollars (\$193,000.)

The amount raised by "Rate Bills" was sixty-eight thousand dollars, (\$68,000,) and the sum derived from "District Taxes," as indicated in that column, is thirty-eight thousand dollars (\$38,000); but of this, thirty thousand dollars (\$30,000) was raised by city taxes in the Cities of Sacramento, Stockton, Marysville, and San José, leaving only eight thousand dollars (\$8,000) raised by District Taxes proper.

The total amount received from all sources for the support of Schools, according to the returns, was five hundred and eighty-one thousand dollars, (\$581,000,) of which San Francisco received two hundred and nineteen thousand dollars, (\$219,000,) or nearly two fifths.

This amount is equal to seven dollars and forty-four cents (\$7 44) to every white child in the State between the ages of four and eighteen years, and to fifteen dollars and ninety cents (\$15 90) for each child enrolled on the Public School registers.

The total amount of money expended was four hundred and eighty-three thousand dollars, (\$483,000,) leaving a balance on hand September first, eighteen hundred and sixty-three, of ninety-seven thousand dollars, (\$97,000,) as nearly as the amount can be guessed at from the conflicting returns. This large balance arises from the fact that the School year closed two months earlier than under the old law, and does not indicate that the Schools have more than they can use. It is probable that at least thirty thousand dollars (\$30,000) was expended above the amount returned, as at least thirty districts failed to make any report of expenditures, and none are returned for those districts in the reports of County Superintendents.

It is for the Legislature to decide whether School officers ought not to be required to make some report of the public moneys which they receive and appropriate.

SCHOOLS.

The total number of Schools is seven hundred and fifty-four, of which two are High Schools, forty-eight Grammar, three hundred and sixty-four Unclassified or Mixed, fifty-eight Intermediate, and two hundred and eighty Primary Schools. The English High School in San Francisco numbers one hundred and twenty-five pupils; the English and Latin High School in Sacramento numbers some forty pupils.

The average length of time for which School was maintained in all the Schools during the School year of ten months, is five and four tenths months, or about six and five tenths months for a year of twelve months. Thirty-one Schools were kept open *less* than three months; one hundred and ninety-eight, or one fourth of the whole number, were maintained *only three months*; two hundred and eleven, or a little more than one fourth of all the Schools, were kept open less than six months; one hundred and fifty-seven were maintained less than nine months; and one hundred and fourteen, or one seventh, nine months and over.

Of seven hundred and fifty-four, the whole number of Public Schools, only two hundred and nineteen, or a little more than one fourth, are

FREE SCHOOLS; all the rest are partially maintained by rate bills and tuition—in other words, are half-private Schools.

These facts speak for themselves; they need no comment asking for a State tax to make the Schools free, and to continue them at least nine months in the year.

A child attending School only three months in the year, from the age of six to eighteen, could only attend three years, leaving nine years of wasted time.

SCHOOL CHILDREN.

The returns of School Census Marshals were made with more than usual care, and bear evidence of being very generally correct. A careful examination of the statistical columns will be found instructive.

The total number of white children in the State between the ages of four and eighteen is seventy-eight thousand and fifty-five, of whom twenty-nine thousand attend Public Schools; nine thousand Private Schools; *twenty thousand, between six and eighteen years of age, ATTEND NO SCHOOL*; twelve thousand more, between the ages of four and six years, attend no School; leaving only about eight thousand unaccounted for in the returns.

The census returns indicate the number usually attending the Public Schools at any one time as twenty-nine thousand; the Teachers report thirty-six thousand five hundred and forty as enrolled during the year; the average number belonging (filling up some counties with approximate numbers) is twenty-three thousand; and the average daily attendance is twenty thousand.

It is fortunate for the health and physical development of the children, that out of sixteen thousand between four and six years of age, only three thousand seven hundred attend the Public Schools; but large numbers of that age attend the Private Schools, particularly in San Francisco, many of whom go to Private Schools because they are excluded by law from the Public Schools.

The total number of children attending Public and Private Schools is thirty-eight thousand. Deducting four thousand between four and six years of age, whose attendance is worse than useless, we have about thirty-four thousand children, between the ages of six and eighteen years, attending School, and twenty thousand children of the same age not attending any School; or, in other words, only two thirds of the children of the State who ought to be at School are found there. Here, then, are twenty thousand living arguments in favor of a State School tax. Were good Schools provided, fifteen thousand of these children would be in attendance. These incontrovertible facts may well startle us, in view of the future of our State. The number of children under four years of age is thirty-nine thousand; in two years, half, at least, of these will be old enough to attend Schools if they are provided. If the State does nothing for the better maintenance of Public Schools, we shall soon be in the condition of England, where *fifty-seven per cent* of the children never attend any School whatever.

The total number of white children under eighteen years of age is one hundred and seventeen thousand one hundred and thirty-six; the whole number of children and youth under twenty-one years of age is

one hundred and twenty-one thousand two hundred and sixty-five, of whom seventy-four thousand eight hundred and thirty-five were born in California.

All these returns clearly demonstrate that a more liberal provision for Public Schools must be made, to meet the demands of the rapidly increasing number of children.

ATTENDANCE.

The average number of pupils belonging to the Public Schools is returned as twenty-two thousand nine hundred and sixty-five; and the average daily attendance, at nineteen thousand nine hundred and ninety-two. The average percentage of attendance on the average number belonging, is eighty per cent—probably a near approximation. The new School Registers will secure exact returns another year. Here, then, is a loss through irregularity of attendance, of one fifth of the money expended, and one fifth of the time of the children attending. The percentage of daily attendance on the whole number enrolled on the Register for the year, is only *fifty-four* per cent, showing a loss of nearly half.

The evils of absenteeism and irregular attendance are among the most serious of any encountered in the administration of the Public Schools; and the attention of all Teachers and School officers ought to be turned to some remedy. The average time during which Schools are maintained is only six and one half months, at best; and taking into consideration the loss through irregular attendance, the average time of attendance for the thirty-six thousand enrolled scholars is only three and one half months. The daily average percentage of attendance on the whole number of children in the State, between four and eighteen years of age, is twenty-four and one half per cent. In Massachusetts, the same percentage of attendance on the census children between three and fifteen years of age is seventy-six per cent.

The percentage of enrolment in the Public Schools on the whole number in the State, between four and eighteen, is forty-six; in Massachusetts, the same percentage is ninety-five.

TEACHERS' WAGES.

The average salary of all the Teachers, male and female, in the State, is found by the returns to be eighty dollars (\$80) per month; but as the average time for which Schools are maintained is only six months, and as Teachers are paid only for time actually employed, the average annual salary is only four hundred and eighty dollars (\$480.) The total amount paid for Teachers' salaries during the year, was three hundred and twenty-eight thousand dollars, (\$328,000,) divided by the whole number of Teachers employed, it will give three hundred and fifty-seven dollars (\$357) to each.

Out of this annual average salary Teachers must board and clothe themselves, and pay their income tax! An average servant girl receives

three hundred dollars (\$300) a year, and *her board*; an average farm hand gets the same; and even an able bodied Chinaman gets three hundred dollars (\$300) a year, boarding himself. The lowest monthly wages paid to any male Teacher was twenty-nine dollars, (\$29,) the Teacher boarding himself. A missionary ought to be sent to that district at once by the State Educational Society.

What kind of talent can be commanded at such rates? Few Schools in the State pay a salary sufficient to induce men of capability and experience to remain long in School; as soon as they can make an escape from the School room into some other pursuit, they shake the dust from their feet as they cross the threshold, and leave the place to be filled by some raw recruit whose *cheapness* is his only recommendation. It is an old and true maxim, "As is the Teacher, so is the School;" and it may be added, as is the salary, so is the Teacher. Until Trustees are willing to pay better salaries, the character of the Schools cannot be permanently raised.

Occasionally a good Teacher, just arrived from the East, will take charge of a School long enough to get the means to travel somewhere else; but permanent Teachers cannot be obtained.

A New York County Superintendent remarks:

"Is it true that the education of our children is *really* of less value than any of the other objects and pursuits in life that men are engaged in? One thing is certain, that less wages are paid to worthy, qualified, and faithful Teachers of children than to laborers of the same qualifications in any other calling, while, at the same time, it cannot be denied that the Teachers of our State are doing more to form and direct the habits of thought and mould the characters, mental and moral, of the next generation than all other professions and callings combined. It is true, complaints are made that Teachers do not qualify themselves properly for the performance of their high and responsible trust; and this complaint is just, in many instances; but it is equally true that more than half of our best qualified Teachers are literally starved out of the profession—not because they prefer some other, but because necessity compels them to flee to something else to get bread for themselves and families. Now, how can our Schools be elevated to and maintained at that high standard which the best interests of our common country, the prosperity of our State, and the welfare of our individuals require, so long as the present system continues of thrusting out our devoted and experienced Teachers and supplying their places with those who will work cheap?"

CHANGE OF TEACHERS.

The average length of time in which Teachers have been engaged in teaching the same School, is returned as *seven months*. This tells more than volumes of the *itinerant* character of the occupation of teaching. Teachers literally have no abiding place; they go wandering round the country, picking up a three months' School here, and a four months' one there, and then, "Fold their tents, like the Arabs, and as silently glide away."

What a contrast is this to the Schools of Prussia or Germany, where

the Teacher often teaches the same School during a lifetime. What inducement have Teachers to remain in the occupation any longer than stern necessity compels them? The average length of time of the employment of Teachers in the same School in Yuba County, is one year and one fourth; in the Counties of Tuolumne, Shasta and Santa Cruz, one year; San Francisco made no returns, but the average would probably be about one year and a half. The longest time any Teacher has taught the same School is returned by San Francisco—eleven years; and the next longest by Yuba—nine years—Mr. D. C. Stone of Marysville. The number in the State who have taught the same School two years and over, is seventy-seven. The number of Teachers who subscribe for an educational journal is returned at two hundred and seventy-seven—one fourth of the whole number in the State. The preceding statistics show why the number is so small—the Teachers never remain long enough in one place for their Post Office address to reach them.

Of course, it is utterly impossible to have anything like systematic instruction while this condition of things exists; and it must and will exist until sufficient money is raised by taxation to continue School during the year, and to pay Teachers a salary which will induce good ones to remain permanently in the occupation.

On this subject, one of the County Commissioners of New York thus remarks:

“Another great hindrance to the advancement of our Schools is the continued change of Teachers every three or four months. It takes a good Teacher just about that time to introduce his system into a strange School, and get it into good working order; he gets the rubbish removed, his foundation laid, and just commences to build, but his term has expired, and another takes his place who does not understand or does not approve his plan, and he goes over the same ground by some other method, and his term expires; and so on to the end of the chapter. The habits of thought and reasoning introduced and initiated by one Teacher are broken up by the next, till the mind of the child becomes a confused jumble of ideas, without any plan of clear and well defined thought on any subject, and thus they are turned out into the world to *guess* their way through it as best they can. I have often wondered that our children leave School knowing half as much as they do. Were it not for the scraps of practical education picked up in the nooks and corners of life, no one knows where or how, the results of our system of education would be much more deplorable than they are.”

B. G. Northrop, the energetic School Travelling Agent of Massachusetts, says:

“In chemistry, in the arts and agriculture, experiments, however expensive, are often necessary and useful. Persevering trials and repeated failures usually precede and sometimes suggest valuable inventions. But of all experimenting, the most needless, costly, and fruitless, and yet the most common, is the practice of ‘placing a new hand at the wheel’ annually, or even twice a year, in our School-houses. When passing through Hurl Gate in a storm, some months since, I observed how much the apprehensions of timid passengers were quieted by the simple statement: ‘Our good Captain has run safely on this Sound for forty years.’ The assurance that an experienced hand guided the helm at once inspired hope and confidence. But if false economy, pre-

judice, caprice, or favoritism placed new Captains or Pilots twice a year on our noble 'Sound steamers,' how soon would they be condemned and forsaken by an indignant public. And yet not a few prudential Agents in our districts, from mere whim or pique, or more often from open nepotism, practice a system of change in Teachers, which introduces confusion, waste, weakness, discouragement, and often retrogression, in the place of system, economy, efficiency, and progress. This is the prolific source of most serious defects now hindering the usefulness of our Schools. True, there has been an encouraging advance for some years in respect to the permanency of Teachers. But my own observation convinces me that there is a pressing need of far greater progress in this direction.

"The Teacher for the time being stands in the place of the parent. And what results would be realized in the family were a new step-father or step-mother to be semi-annually invested with parental authority? The picture of anarchy and alienation which this question suggests need not here be drawn. The evil is hardly less serious in the School than it would be in the household. What would be the effect of a semi-annual change of Clerks and Bookkeepers in our mercantile establishments, or of Agents and Overseers in our manufactories, or of Financiers in our banks, or of Masters of our merchantmen, or Commanders of our ironclads, or of Doctors in our families, or of Pastors in our parishes? Shrewd men never make such blunders in business matters, although such frequent changes would be less disastrous to worldly enterprizes than they are to the best interests of Schools. While the country is mourning over the sad loss of life and treasure by the frequent changes in the Commanders of our armies, let us not also practically deny the value of experience in the most vital interests committed to our charge at home—the training of our children."

Hon. Newton Bateman, of Illinois, says :

"When we consider how important is the element of *permanency* to the success of any calling or profession, we are prepared to estimate the magnitude of the evil. It takes time for Teachers and pupils to become acquainted with each other, and until this is done neither party is in proper condition to work with best effect. Every Teacher should be a close student of the character, disposition, and aptitudes of his scholars, for in no other way can he wisely adapt the requirements and disciplinary forces of the School to each one. But this requires time. Teachers differ also in their methods of instruction, principles of government, and general manner of dealing with children; and when the latter become familiar with the conduct of a particular Teacher in all these respects, the transition to one of different and perhaps opposite principles and practice, cannot fail to be detrimental, even if the new Teacher is as competent as the old one. It is all important, too, that pupils should entertain sentiments of confidence, respect, and affection for their Teacher; but these are not born in a day."

ATTENDANCE ON INSTITUTES.

The number of Teachers who attended the State Institute is returned as three hundred and eight, though the number from the Institute record is shown to be upwards of four hundred. Two hundred and forty-two Teachers attended the County Institutes. The number of Teachers allowed and paid for their time in attendance on Institutes was only *eighty-six*. The intelligent, liberal, and shrewd Trustees who sent their Teachers to School, and continued their salaries while there, ought to have their names inscribed on an Institute roll of honor. In the State of New York, last year, nine hundred and forty-four Teachers attended County Institutes, and eight thousand six hundred and sixty-five dollars (\$8,665) was paid by the State for conducting them. Teachers who attend Institutes, ought in all cases to have their salaries continued while attending. Officers and privates who attended the Military Encampments were allowed pay and their travelling expenses; why should Teachers be expected to pay their own expenses, and lose their time in School besides? Institutes are only the drill encampments of Teachers, and if Trustees desire to have well trained Schools, they must give their Teachers seven day's rations and send them into camp.

REPORTS OF COUNTY SUPERINTENDENTS.

In consequence of the change of School year, requiring reports two months earlier than formerly, the election of two Boards of School Trustees—one in April, the other in August—the change of blanks and forms, and the revision of the School Law, as might be expected, the returns of the various School officers have been quite irregular, and the year will be marked as a transition period. School Trustees and Teachers were so tardy in making their returns, that County Superintendents could not get the material for making their own reports in season. On the twentieth of September, the time required by the law for the return of reports in this office, only one report, that of Mono County, had been received; and as that county reported but one School, the report involved no very great labor. On the first of October half a dozen counties had reported. The others came straggling into the office between the first and twentieth of October, except those of Santa Cruz and Monterey, which were received on the twenty-second of October.

As the law requires the Report of the Superintendent of Public Instruction to be made to the Governor on the first of November, a vast amount of work has been thrown upon the Department, necessary to be done in a very few days. The labor of compiling and correcting the statistics would have occupied the Superintendent and Clerk, working in ordinary business hours, at least one month of active employment. It has been accomplished only by working night and day, and by employing a large extra force.

At the present date, (October twenty-fourth,) the supplementary reports of Sutter and Sonoma Counties have not been received. The County Treasurers were equally behind time. After repeated dunning

letters, the reports of all were secured, except from Sierra, San Diego, Sacramento, Merced, and Del Norte.

The condition in which most of these reports reached this Department cannot be said to be at all satisfactory. On quite a number, both of Treasurers and Superintendents, the "totals" were not given,—the work of addition being left for the State Superintendent to perform.

How correctly the statistics were transcribed by County Superintendents from the reports of Census Marshals, Teachers, and Trustees, the State Superintendent has no means of knowing, but, with a few honorable exceptions, the addition of the various columns, after the figures were put upon the report, was made in violation of all rules laid down in Pike's, Daboll's, or Eaton's Arithmetic. So unreliable were the majority of the reports, it was found necessary to run over the addition of every figure and every column of them all. The reports of the Counties of Sacramento, Sonoma, Amador, San Francisco, Marin, Stanislaus, Tuolumne, and San Mateo, were in the main correct, and well made out, and in some six or eight others the errors were slight.

In one county report, out of thirty-five columns of addition, only eight were correct! The amount of State School Fund apportioned to that county was four thousand and forty-one dollars and eighteen cents (\$4,041 18); it was returned on the report as two thousand five hundred and forty-four dollars and ninety-five cents, (\$2,544 95.) The amount of School money derived from county tax, as correctly returned by the County Treasurer, was four thousand six hundred and fifty-six dollars and eighty-eight cents, (\$4,656 88); it was returned on the report two thousand six hundred and fifty-three dollars and forty-two cents, (\$2,653 42.) Error in amount of receipts, three thousand one hundred and forty-one dollars and seventy-four cents (\$3,141 74); in expenditures, six thousand six hundred and twenty-six dollars and forty-nine cents (\$6,626 49.)

One County Superintendent returns, under the heading "Number of children attending Public Schools," "None—vacation." Another returns one district as having maintained School twenty-two calendar months in the School year of ten months; and several Schools are returned, from various counties, as maintained eleven months. A table of "Errors and Variations," found among the Statistical Tables, exhibits the loose manner of making returns better than any comments could express it.

It is commended to a careful examination of all interested.

It would seem a simple matter to report correctly the "Amount of School Fund received from the State," for the apportionment is made semi-annually, and printed abstracts are sent to the County Superintendents and County Treasurers; yet, in returning this amount, only twelve County Superintendents reported it correctly—errors ranging from one hundred dollars (\$100) to fifteen hundred dollars (\$1,500). Twenty-five County Treasurers report the amount exactly, and the variations of others are in most instances slight. It would seem that County Superintendents ought to know the exact amount of School money raised by county taxes; yet *thirty-five* vary from the amount returned by Treasurers, and, in some instances, to the amount of one thousand dollars (\$1,000.)

As the County Treasurer reports to the County Superintendent the amount of County School tax, and the Superintendent apportions it among the districts, the report of these two officers ought to exactly agree. When such blunders are made, what certainty is there that the money is correctly apportioned to the districts of the county?

In making out the table of receipts for School purposes, the "State

apportionment" has been taken from the records of the department; "Amount received from county taxes," from the County Treasurers' report, when any was made; "Amount received from district taxes and rate bills," from County Superintendents' report, and the total receipts from the addition of these items. The amount of receipts, as made up from these corrected returns is five hundred and eighty-one thousand and fifty-five dollars (\$581,055); amount as returned in columns of "totals," by County Superintendents, five hundred and fifty thousand one hundred and one dollars (\$550,101); amount from corrected addition of "items" on reports of County Superintendents, five hundred and sixty-three thousand and twenty-two dollars (\$563,022.)

The report of expenditures was necessarily taken entirely from the reports of Superintendents. The amount returned in the columns of totals as added by County Superintendents, was four hundred and sixty-six thousand five hundred and forty-two dollars (\$466,542); the corrected addition of all the columns in the reports gave four hundred and eighty-four thousand three hundred and seventy-six dollars, (\$484,376). The balance on hand at the close of the School year, August thirty-first, from the reports as corrected, was ninety-six thousand dollars (\$96,000); as reported by County Superintendents, one hundred and ten thousand dollars (\$110,000); by County Treasurers, one hundred and seventeen thousand dollars (\$117,000). Trustees are partly in fault, but they are not responsible for blundering additions.

I beg leave to call the attention of County Superintendents elect to section twenty, Revised School Law, which section will be strictly enforced next year:

"SECTION 20. If the County Superintendent fail to make a full and correct report to the Superintendent of Public Instruction of all statements required to be made by law, he shall forfeit the sum of one hundred dollars from his salary; and the Board of Supervisors are hereby authorized and required to deduct therefrom the sum aforesaid, upon information from the Superintendent of Public Instruction that such returns have not been made."

As one remedy against this systematic return of errors to the Department, a law should be passed providing that School Districts forfeit their apportionment of public money, whenever the Trustees fail to make their reports according to law.

To meet the contingencies which have arisen during the year, in consequence of a change of School year, the Revised School Law contained the following provisions:

"SECTION 7. Whenever the returns from any county, city, or district shall be so far defective as to render it impracticable to ascertain therefrom the share of public moneys which ought to be disbursed or paid to such county, city, or district, the Superintendent of Public Instruction shall ascertain, by the best evidence in his power, the facts upon which the ratio of such apportionment should depend, and shall make the apportionment accordingly."

"SECTION 18. The County Superintendent, whenever the returns from any city, town, or district, on which the apportionment of School moneys

is made, are so far defective as to render it impracticable to ascertain the share of moneys which ought to be disbursed or paid to such city, town, or district, shall ascertain by the best evidence in his power the facts upon which the ratio of such apportionment should depend, and shall make the apportionment accordingly."

As these sections were only intended to be temporary, I recommend that they be repealed. To retain them longer would be offering a premium on negligence and carelessness.

The Trustees must be held responsible to the County Superintendents for correct and prompt returns, and the State Superintendent intends to hold the County Superintendents up to the full discharge of their duties.

SALARIES OF COUNTY SUPERINTENDENTS.

A satisfactory reason why the reports of County Superintendents have been returned so full of imperfections, is found in the column of their salaries. Their average annual pay is only four hundred dollars (\$400). Stanislaus County carries off the palm of economy, paying twenty dollars (\$20) a year, or one dollar and sixty-six and two thirds cents (\$1 66 $\frac{2}{3}$) per month. Three counties pay only one hundred dollars, (\$100) per annum; three, one hundred and fifty dollars (\$150); four, two hundred dollars (\$200); four, two hundred and fifty dollars (\$250); one, three hundred dollars (\$300); four, four hundred dollars (\$400); five, five hundred dollars, (\$500); five, six hundred dollars (\$600); one, eight hundred dollars (\$800); three, one thousand dollars (\$1,000); and two, one thousand two hundred dollars (\$1,200).

El Dorado and Los Angeles pay one thousand two hundred dollars (\$1,200) each—a fair compensation; Nevada, Placer, and Sacramento, each, one thousand dollars (\$1,000). San Francisco pays four thousand dollars (\$4,000) per annum, but the offices of City and County Superintendents are united. Sonoma County, with fifty-four School Districts—the largest number of any county in the State—pays only eight hundred dollars (\$800); and Santa Clara County, one of the most populous and most wealthy, allows the munificent salary of six hundred dollars (\$600). Have these counties any right to expect the Superintendents to devote their time to the office, when they pay only the wages of day laborers? In either of these two counties an able man could devote every hour of his time to his official duties, and then fail to perform them fully. No wonder that these counties are filled with School-houses which "disgrace the State"—the Schools ornamented with rate bills, and the School-houses overgrown with wild mustard. Many of the farmers in these counties would not keep their blooded stock in the shanties where the children attend the "three-month Schools." San Joaquin County, with forty-seven Schools, pays only five hundred and fifty dollars (\$550), Yolo County only four hundred dollars (\$400), and Yuba only five hundred dollars (\$500). Butte County, with twenty-eight Schools, allows the extravagant salary of one hundred dollars (\$100)—a sum which would not pay for a saddle mule for the Superintendent to visit each School once a year. Contra Costa County is equally economical, paying only *one hundred and fifty dollars* (\$150).

The office of a County Superintendent is a responsible one. He is required to visit each School at least once a year, and in the larger counties this involves no small expense. He must examine Teachers, call and conduct County Institutes, apportion the School moneys, draw warrants on the County Treasury, and attend to a multitude of minor duties. The character of the Schools in a county depends greatly on the efficiency of the Superintendent. It would be true economy to pay good salaries to men who could give their whole time to the office, for then less money would be thrown away on worthless Schools.

The State Superintendent of Iowa thus alludes to this subject:

"It must also be remembered that there is an intimate connection, as a general principle, between the compensation and qualifications of an officer. A nominal compensation seems to contemplate nominal qualifications. It is not reasonable to suppose that we can secure the services of an efficient officer without a corresponding compensation. In this particular we have been more fortunate than we had reason to expect. The office has been ably filled in many of the counties, but the incumbents were elected before the salary was reduced. My attention was recently called, however, to a striking exception. A Superintendent had committed an error of over forty-nine thousand dollars in the addition of a single column, at which we need not be surprised when we learn that his annual compensation was less than one hundred dollars. If we expect men qualified for the Superintendency to assume and discharge its duties, we must remunerate them for it."

The County Superintendent of Stanislaus County thus moralizes on his compensation:

"He was paid last year twenty dollars, but will charge for this year one hundred dollars, but is apprehensive that his rebel Board of Supervisors will refuse to pay it, as he is the only Union officer in the county. Jordan is a hard road to travel! The County Clerk is ex officio Superintendent, and as he has never been paid anything for acting as Superintendent, he could not afford to hazard the liberality of the Supervisors."

REPORTS OF TEACHERS AND TRUSTEES.

According to the returns of County Superintendents, seventy-nine Teachers failed to make reports to those officers. The law provides that no Teacher shall draw the public money until a full and correct report shall have been made to the Trustees and County Superintendent; but the Superintendents, accustomed to the easy way of overlooking little trifles like these not unusual failures, allow the statute to remain a dead letter, draw the Teacher's warrant, and offer thereby a premium to carelessness or wilful neglect.

The School Trustees of *one hundred and twenty* districts, or one seventh of the whole number in the State, failed to make any reports. In some instances, the financial statistics which the Trustees failed to furnish were filled up with not very accurate approximations, and in many others were left blank, with the exception of a figure "3" inserted in

the column "Number of calendar months school was maintained," guessing at just enough to secure the State apportionment, and save the delinquent districts from the penalty so richly merited. The State Superintendent retains anything but pleasant recollections of the annoyance, vexation, and extra hours of work long past the hour of midnight, for two successive weeks, and will be found deaf to all appeals for supplementary apportionments from sorrowing Trustees, who never fail to make a thousand and one good and sufficient reasons for not doing their duty. I recommend that a stringent law be passed cutting off without a shilling all districts whose Trustees fail to report their receipts and expenditures. A dozen districts served in this summary manner, would secure prompt reports from each and every Board of Trustees in the State; and a few hundred dollar deductions from the salaries of County Superintendents would "add up" their columns according to law.

DISTRICT SCHOOL TRUSTEES.

Under the Revised School Law, Trustees are elected for the term of three years. It is a matter of wonder and astonishment that this simple provision for advancing the interests of the Schools was not thought of and adopted years ago. The evils of the old system of annual elections for one year are self-evident.

It requires, at least, one year for any ordinary citizen to become familiar with the duties of the office, and just at the time when he knew how to do his duty, he was turned out and another apprentice taken to try his hand at blundering. Each new Board had its pet Teacher to be employed, and the old Teacher was compelled to make his annual migration to another climate. One Board employed a female Teacher; the next wanted a male Teacher. No record being kept, each new Board depended on tradition for its knowledge of the doings of the preceding one. All petty district squabbles and bickerings ended in an annual fight at the ballot box. The Teacher had little inducement to do his duty faithfully, for the "new Board" knew nothing of him, and cared less. If the Teacher, by chance, offended some troublesome parent by enforcing wholesome discipline, and the "Board" sustained him, the "next election" settled the fate of both. Half the School Districts in the State are suffering to-day from the "parties" and the enormities engendered by this system.

As now constituted, the Board will always have a majority of members thoroughly familiar with the routine of official duty; a good Teacher will hold a permanent position, and fewer "favorites" and "relations" will be quartered on the Schools. A record of proceedings will be kept; a financial report will be kept; reports will be made at the proper time; the Trustees will become familiar with the School Law; fewer blunders will be made; fewer Teachers will lose their salary; good Teachers will be better appreciated; poor ones will lose their occupations; and a better condition of things generally must prevail. The importance of the duties of Trustees cannot well be over-estimated. They are the executive agents of the people, and the exponents of their wishes. They should be men fitted to mould the public sentiment of the district. All the efforts of the State, of the Superintendent of

Public Instruction and of County Superintendents, may be made by them of no avail whatever. Their powers and duties are numerous and varied. They expend all the money raised by the State, county, and district taxes, and rate bills, for School purposes; they employ and dismiss Teachers; they provide maps, black-boards, furniture, and School apparatus; they prepare plans for School-houses; admit or expel pupils; provide books for indigent children; fix the amount of rate bills; assess and collect district taxes; fix the rate of Teachers' wages; appoint the School Census Marshals; visit the Schools and make the reports on which are based the returns of County Superintendents to the Superintendent of Public Instruction. If they choose to employ an illiterate and incompetent Teacher, the public money is wasted. If they erect an ill planned, ill ventilated, ill constructed School-house, it remains for many years, a monument of their incompetence. If they build none at all, the children remain in hovels "which disgrace the State." If they reduce the rate of Teachers' salaries to the wages of a common laborer, there is no redress. If they take no measures for assessing a district tax, the children remain untaught, or only half taught. If they think an old water bucket, a battered tin dipper, and a worn out broom, all the School apparatus necessary, the Teacher must lose half his labor from want of the proper appliances of education. If they refuse to sustain the Teacher, he must take up his bed and walk. If they make incorrect reports, they cannot be corrected elsewhere. If they make no returns, the district loses the public money, the children are defrauded of their rights, and there is no penalty attached.

Is the office of School Trustee, then, one of little importance? Does it not require good judgment, common sense, experience, and, above all, a living faith in our American System of Public Schools?

REVISED SCHOOL LAW.

During the last session of the Legislature, the Senate Committee on Education referred the subject of revising and codifying the School Law to the Superintendent of Public Instruction. That officer takes pleasure in acknowledging the valuable aid of the Chairman of the committee, Alexander G. Abell, Esq., and of Daniel J. Thomas, Esq., of Sacramento. Sections thirty-seven, thirty-eight, thirty-nine, and forty, relating to the assessment and collection of district taxes and rate bills, were drafted by Mr. Thomas, and few delinquents will be likely to evade the payment of School taxes by reason of the looseness of the law.

The principal amendments and new provisions may be briefly summed up as follows:

First—A change of School year, making the new year end August thirty-first, instead of October thirty-first, as formerly, in order that the report of the Superintendent of Public Instruction may be presented to the Legislature at the opening of the session in December.

Second—A provision requiring the Superintendent, at the expense of the State, to furnish a School Register to each School in the State.

Third—Requiring the Superintendent, during at least four months in the year, to visit Schools in different parts of the State, to attend County

Institutes, and to address public assemblies on subjects relating to Public Schools; and providing for the payment of travelling expenses.

Fourth—Repealing the restriction prohibiting a County Superintendent from holding office and teaching School at the same time.

Fifth—Provision for the annual appropriation of one hundred and fifty dollars (\$150) out of the County General Fund, for the payment of expenses of County Teachers' Institutes.

Sixth—Making the term of office for School Trustees three years, instead of one, as formerly, and providing for the election of one Trustee, annually.

Seventh—Making the Board of Trustees a body corporate, with power to convey or receive property.

Eighth—Giving the Trustees power to unite contiguous districts for the purpose of establishing Union Schools.

Ninth—Providing a stringent law for the assessment and collection of district taxes for building purposes, or for the support of Schools.

Tenth—Providing for the collection of rate bills.

Eleventh—Authorizing the Trustees to establish Union Grammar Schools for the accommodation of advanced pupils in contiguous districts.

Twelfth—Authorizing the State Board of Examination to issue "State Educational Diplomas," valid for six years; also, State Certificates of the first grade, valid for four years; and second and third grade, valid for two years.

Thirteenth—Authorizing County Boards of Examination to issue first grade certificates for two years, and second grade for one year, with power to renew without re-examination. Also, authorizing County Superintendents to issue temporary certificates, and providing for the payment of Teachers who constitute County Boards of Examination.

Fourteenth—Giving the State Board of Education power to prescribe and adopt a uniform series of School text books, and requiring the same to be used in all the Schools of the State, except those in incorporated cities under the control of local Boards of Education.

The Revised Law has been received with general satisfaction, and will greatly increase the efficiency of the Schools. To the effect of some of the amendments and new provisions, I shall refer at length in another part of this report.

STATE TEACHERS' INSTITUTE.

In the month of February, eighteen hundred and sixty-three, a circular calling a State Institute in the City of San Francisco, on the fourth of May, was issued by the Superintendent and sent to every School officer in the State. The advantages arising from Institutes were thus set forth:

"No event in the history of education in the United States has proved so fruitful of beneficent results as the organization of Institutes and Conventions. They are not intended as substitutes for Normal Schools, nor can they educate Teachers to the business of their profession; yet they serve the most admirable purpose of improving those who are only temporarily engaged in the profession, of furnishing those who are not sys-

tematically trained, with the best methods of instruction, and of increasing the efficiency of professional Teachers.

"The exercises of an Institute involve an outline view of subjects relating to the proper mode of imparting instruction, present the latest information regarding the progress of education in our own and in other countries, and afford an occasion for experienced Teachers to present practical views, which cannot be obtained from books. The best thoughts and best acquirements of the most original Teachers are elicited and thrown into the common stock of professional knowledge. They influence public opinion, by bringing the Teacher's labors more prominently before the community, and by promoting a higher estimate of the Common School in its vital relation to society and the State. The routine of a Teacher's daily life limits his influence to the narrow sphere of the School-room; but the proceedings of an Institute are carried by the press to thousands of families in the State, and his views become an active element in public opinion. No obstacle to the progress of Free Schools is so formidable as the apathy and indifference of the people. Eloquence the most winning, and logic the most convincing, alike fall dead upon the ears of those who see nothing in the establishment of Common Schools but an increase of the rates of taxation.

"If the people of our State are indifferent to Public Schools, it is only because more absorbing topics engage their attention, while the educational interests are not urgently and persistently presented to their view.

"The Teachers of California constitute the advanced guard of the great army of instructors in the United States, cut off from all personal communication with the main body, and too distant to feel the influences which are perfecting the drill and discipline of the corps in older communities. There are more than six hundred men engaged in teaching in this State, embracing, probably, a greater amount of talent, energy, and ability, than would be found in the same number in older States. Many of these are men of high attainments, forced by the circumstances of a new State into the temporary occupation of teaching; but, though liberally educated, and schooled by experience and travel, they are not familiar with the new methods of instruction known to the professionally trained Teacher; and to such, the practical knowledge communicated in a single session of an Institute is invaluable.

"Nor is the Institute less productive of useful results to *professionally* educated Teachers.

"Associations and conventions in other States have changed teaching from a monotonous routine to a skilful art. The abstract, didactic, pedantic, book-bound style of the old-school teaching has been succeeded by more natural and philosophical methods of developing the human mind.

"And while Institutes have accomplished so much in introducing better methods of instruction, they are no less beneficial in their effects on the mental habits of the Teachers. Constantly imparting to minds inferior to his own, his faculties exercised in one direction only, his full strength seldom called forth, he needs the stimulus of contact with his equals or superiors. A vigorous contest in a new arena lessens his self-conceit and brightens his faculties.

"It is a common notion that the occupation of teaching makes a man narrow-minded, or leads him into eccentricities which stick to him like burs; but it is not true of a Teacher who has in him the elements of living scholarship. He may, it is true, run in the grooves of daily habit until he becomes a machine for dragging the dead weight of a School;

but, on the other hand, he may, while imparting to others, himself drink from the perennial fountain of true scholarship.

“But no occupation is more exhausting to nervous force and mental energy than teaching; and the Teacher needs, above all others, the cheering influences of pleasant social intercourse with those whose tastes and habits are similar to his own.

“No wonder, then, that the Schoolmaster, buried in some obscure district, surrounded only by the raw material of mind, which he is trying to weave into a finer texture, without access to books, his motives either misunderstood or aspersed, his labors often seemingly barren of results, his services half paid, with no amusement but the collection of delinquent rate bills, and no study but ‘how to make both ends meet;’ no wonder that he sometimes becomes moody and disheartened, loses his enthusiasm, and feels that the very sky above him is one vast black-board on which he is condemned to work out the sum total of his existence.

“He only needs the social intercourse of institutes, and the cordial sympathy of fellow-Teachers, there evoked, to make the heavens glow with hope. There he finds his difficulties are shared by others, his labors are appreciated, and his vocation respected.

“The duties of the Teacher are not limited to the School-room; his influence should extend to society around him. If Teachers fold their arms in listless apathy, it is not strange that public opinion is ‘dead as a door nail’ to their demands. There was a time when a man taught School because he was fit for nothing else; but all such fossils lie buried in the strata of past educational epochs. Now, a living man is asked for—not an abridgement of mathematics.

“As Teachers, we are debtors to our profession; and our patriotism in this great crisis of national affairs ought to incite us to an earnest devotion to the advancement of our system of Free Schools; a system essential to the existence of a free people, and the permanence of a free government.

“It is our duty to implant and cultivate in our Schools a higher regard for freedom, a sounder faith in the fundamental principles upon which a representative government is based, and a higher estimate of the incalculable blessings conferred by the Constitution—firm in the conviction that our country is working out for the future, amid the present storm, a higher order of civilization and a nobler conception of liberty.”

Pursuant to this call, one of the largest and most enthusiastic Institutes ever assembled in the United States was organized on Monday, May fourth, and continued in session during the week. Four hundred and sixty-three registered members were present, and the daily sessions were attended by hundreds of others interested in Public Schools. A course of free public evening lectures was delivered before the Institute by the following lecturers:

Prof. George W. Minns.....	Physical Geography.....
Prof. Whitney, State Geologist.....	Character of Humboldt.....
Rev. Thomas Starr King.....	Bigelow Papers.....
Superintendent of Public Instruction	Relation of the State to Public Schools.....

Lectures, essays, and addresses were read before the Institute during the day sessions by the following gentlemen :

Prof. S. J. C. Swezey.....	Normal Schools, and English Com- position.....
Rev. S. H. Willey.....	The Place and Relations of the College in our System of Edu- cation.....
Theodore Bradley, Esq.....	School Discipline.....
H. P. Carlton, Esq.....	Object Teaching.....
D. C. Stone, Esq.....	Grammar.....
Rev. J. E. Benton.....	Elocution.....
Bernhard Marks, Esq.....	Waste.....
Dr. F. W. Hatch.....	Need of Good Teachers.....
John S. Hittell.....	Defects in Teaching.....
John Swett.....	Common Sense in Teaching.....
Hubert Burgess.....	Linear Drawing.....
Ahira Holmes.....	Condition of State Normal School.

The result of the Institute was highly satisfactory. The Teachers who met in Convention evidently meant *hard work*; and they performed a vast amount of it—remaining in session from nine to ten hours each day. Aside from all the incidental labors and benefits of the Institute, five substantial and solid facts remain as monuments :

First—The establishment of an educational journal—the *California Teacher*.

Second—The adoption of a uniform State series of text books.

Third—Action on the question of a State tax for the support of Public Schools.

Fourth—The organization of a State Educational and Professional Society.

Fifth—State Diplomas and Certificates.

So thoroughly was the work of the Institute accomplished, that I deem it neither necessary nor advisable to call another for two years to come, and consequently ask for no appropriation for that purpose. County Institutes, efficiently organized, will, in a measure, supersede the necessity of State Institutes.

The proceedings of the State Institute were published in pamphlet form of one hundred and sixty-six pages, and the thanks of Teachers and School officers are merited by the State Printer for the elegant typographical appearance of the volume. An edition of two thousand four hundred copies was distributed among the various School officers of the State.

CONVENTION OF COUNTY SUPERINTENDENTS.

During the week of the Institute, a Convention of County Superintendents, held in one of the committee rooms of Platt's Hall, was attended by the Superintendents of the following counties :

Napa, Alameda, Santa Clara, Nevada, Butte, San Mateo, Solano, Contra Costa, Amador, Sutter, Tuolumne, El Dorado, and Calaveras.

Three sessions were held, and various subjects were acted upon. The most important measure, however, was the action in favor of a State tax for the support of Public Schools. The County Superintendents, with but one exception, were strongly in favor of the measure, and it was resolved that petitions for a State School Tax should be circulated in all parts of the State. The results of the meetings were highly satisfactory to all, and, in my opinion, a Convention of all the County Superintendents in the State ought to assemble annually, for the purpose of securing uniformity of action and of devising plans for the improvement of the Schools. Next March the County Superintendents elect enter on the discharge of duties, to most of them, entirely new. If a Convention could be called in April or May, in which the new and inexperienced officers should receive the benefit of suggestions from those who are familiar with the subject, its influence for good would be very great. Since the receipt of the last annual reports, I have been deeply convinced of the need of such a Convention. The great difficulty in the way is, that the entire annual salary of many of the County Superintendents would hardly pay the expense of a week's trip to San Francisco.

STATE BOARD OF EXAMINATION.

A session of the State Board of Examination was held during the week of the Institute, for the purpose of enabling Teachers to secure professional diplomas and certificates under the new School Law.

The Board appointed by the State Superintendent was composed as follows :

A. H. GOODRICH.....	County Superintendent of Placer County.
J. A. CHITTENDEN.....	County Superintendent of Nevada County.
REV. A. HIGBIE.....	County Superintendent of Napa County.
J. B. OSBOURN.....	County Superintendent of Butte County.
M. C. LYNDE.....	County Superintendent of El Dorado County.
REV. B. N. SEYMOUR.....	County Superintendent of Alameda County.
GEORGE TAIT.....	County Superintendent of San Francisco.
GEORGE W. MINNS.....	San Francisco High School.
ELLIS H. HOLMES.....	San Francisco High School.
THEODORE BRADLEY.....	Denman Grammar School.
THOMAS S. MYRICK.....	Union Street Grammar School.
D. C. STONE.....	Marysville Grammar School.
J. B. MCCHESENEY.....	Nevada Grammar School.

The examination was conducted in writing. The following sets of questions were used :

Subject.	No. of Questions.	No. of Credits.
Arithmetic	15	100
Geography.....	10	100
Grammar.....	10	100
Algebra.....	15	100
Natural Philosophy.....	10	50
Physiology.....	10	50
History of the United States	10	50
Definitions, (twenty-five words).....		25
Spelling, (twenty-five words)		25
General Questions on Methods of Teaching	15	100

Ninety-five Teachers registered themselves for examination, but several withdrew on account of illness, and others were compelled to leave the city, so that only seventy-four completed the examination. The candidates were seated at tables in a large hall, and printed sets of questions furnished to each. Two hours were allowed for writing the answers to each set, except spelling and definitions, which were allowed half an hour each. It required from twelve to sixteen hours of unintermitting labor to complete the entire examination; and when it is considered that all this had to be done in addition to attending the regular Institute exercises, it is evident that the Teachers were busily engaged. The papers were designated by numbers, and the corresponding names held by the Chairman of the Board until the examination of the papers was completed. Each answer was carefully credited according to its merits, and the result transferred to a tabular statement.

All the papers were examined in the office of the Superintendent of Public Instruction. The examination of more than three thousand closely written pages of foolscap was no trifling task; and if it cost the Teachers an effort to write it, the Examiners were quite as tired of it before the work was completed. I take pleasure in returning my thanks to Professor Swezey and T. C. Barker, Esq., for services rendered me in the examination and crediting of the papers.

The Board decided to grant "State Educational Diplomas," valid for six years, to all whose papers were credited higher than seventy-five per cent, and who had also been engaged in teaching at least three years; State Certificates of the First Grade to those who passed higher than sixty-five per cent; Second Grade Certificates, fifty per cent; and Third Grade, forty per cent.

The work of examination was completed on the tenth of June, and Certificates issued under seal of the Department of Instruction, signed by the Superintendent of Public Instruction.

Nine State Educational Diplomas were issued to the following named Teachers, whose papers exhibited a high degree of scholarship, and who have reason to be proud of the honor of being the pioneers of a corps of *Professional Teachers* in this State:

T. C. BARKER.....	San Francisco.
STEPHEN G. NYE.....	Centreville.
BERNHARD MARKS.....	San Francisco.
T. W. J. HOLBROOK..	San Francisco.
JOSEPH W. JOSSELYN.....	San Leandro.
THOMAS EWING.....	Cacheville.
WILLIAM K. ROWELL.....	Brooklyn.
CYRUS W. CUMMINGS.....	Vacaville.
EDWARD P. BATCHELOR.....	San Francisco.

State Certificates were issued as follows :

First Grade Certificates, valid for four years.....	7
Second Grade Certificates, valid for two years.....	10
Third Grade Certificates, valid for two years.....	20
<hr/>	
Whole number, including Diplomas.....	46

Thirty-one candidates were rejected by the Board, and quite a number, finding the examination too difficult, withdrew without completing their papers. Some of the papers exhibited a degree of ignorance and carelessness which indicated no small degree of self-conceit on the part of the writers in presuming to attempt to pass themselves off as Teachers.

It is possible that some few really good Teachers failed to receive certificates, being unaccustomed to a written examination; but, surely, a Teacher ought to be able to express his thoughts clearly and concisely in writing. The examination indicated that the Teachers were generally "well up" in arithmetic, algebra, spelling, and technical grammar; but deficient in physical geography, natural philosophy, physiology, history of the United States, and methods of teaching. A few specimens of answers, selected from by no means the worst, will show that while we have many accomplished Teachers in the State, there are some that are hardly up to the standard of modern Teachers.

In geography the following answers were given: "The Zodiac is north of the Artic Circle;" "New York is larger than France;" "Area of the United States, four hundred million square miles."

Spelling of geographical names: "Lattitude," (on at least a dozen papers); "Artic;" "Jappan" (six times); "Currants of the ocean" "California;" "Calafornia;" "Calefornia;" "Sinces of the Zodiac;" "The grane trade;" "Teritory;" "Equitorial;" "Caribbean;" "Sanfrancisco" (in three papers); "friggid;" "Great Brittain;" "Boddies;" "Washo;" "Equil."

New spelling of physiological names; "Oracle" (Auricle); "Ventrical;" "Falonges;" "Clavical;" "Cyme;" "Aquious;" "Vitrious;" "Corhoid;" "Capiliary;" "Oxipital;" "Temperal;" "Oxigen;" "Waist" (Waste).

In physiology: "The principle organs of digestion is the first and second stomachs. The liver secretes the gastric juice."

A few illustrations in history of the United States will suffice: "Daniel Webster was a signer of the Declaration of Independence;" "Daniel Webster was a professor of a college in Massachusetts;" "Samuel Adams

was the father of John Adams, and one of the Pilgrims who landed at Plymouth;" "Representatives are appointed by the President and Senate for life;" "Senators are elected by the people;" "At the battle of Valley Forge the Americans lost, in killed and wounded, more than four thousand men."

In natural philosophy, the examiner only recollects having made the discovery that "Doctor Watts invented the steam engine," in addition to writing hymns.

In grammar, on at least a dozen papers, the principal parts of the verb "burst" were given thus: "Burst, bursted, bursted," and Lindley Murray's ghost would have laughed with the examiners, at the open defiance of all grammatical rules. To the question, "What works on teaching have you read?" the answer returned on at least a dozen papers was, "None." More than two thirds of the Teachers under examination, had never subscribed for an educational journal, and many had never read one. Two thirds knew nothing of object teaching. Less than a third were able to teach elementary drawing.

In answer to the question, "What is the natural order of developing the intellectual faculties?" one paper returned, "From a low degree to a higher;" and a large number of Teachers evidently were very remotely acquainted with mental philosophy. The question, "What classes of faculties are called into exercise in object teaching?" was answered, "The eyes, ears, and thinking." Many other curious illustrations might be given; but the preceding will show conclusively that the occupation of teaching is not without pretenders.

STATE SERIES OF TEXT BOOKS.

Section fifty of the Revised School Law reads as follows:

"SEC. 50. The State Board of Education shall have power to prescribe and adopt a uniform series of text books in the four principal studies pursued in the Public Schools of the State, to-wit: Arithmetic, Geography, Grammar, and Reading; and no School District shall be entitled to its pro rata of public moneys unless such text books as prescribed by the State Board of Education shall be adopted and used in School; *provided*, that the Superintendent of Public Instruction may, for good reasons, exempt any district from the penalty so imposed whenever the Trustees of such district shall make a written statement to him, giving the reasons for asking such exemption; and, *provided*, further, that the provisions of this section shall not take effect until the first day of September, one thousand eight hundred and sixty-three."

The Teachers assembled in the State Institute, after a full discussion of the merits of the different series of School books, adopted by ballot a uniform series to be recommended to the State Board of Education. In acting upon this question, the Teachers cast their votes solely on the merits of the text books; for our State is fortunately so far removed from all publishing houses that no "book agents" could possibly invade the Institute.

On the fifteenth of May, one week after the adjournment, the State Board of Education, composed of the Governor, Surveyor-General, and Superintendent of Public Instruction, adopted the series recommended by the Institute, and issued a circular containing the list as far as it was possible to complete it at that time.

The following instructions to School officers were attached:

“The law requiring uniformity in text books takes effect on the first of September, eighteen hundred and sixty-three. The series of text books recommended by the State Teachers’ Institute, held in San Francisco, May, eighteen hundred and sixty-three, has been adopted by the State Board of Education, with only a few slight modifications. The State Board do not intend that the adoption of a uniform series of School books shall involve any unreasonable expense on the part of parents; the whole design of the law is to save to the State some thousands of dollars annually. They therefore recommend, that wherever a good series of books is now in use, such as Sargent’s Readers, Thompson’s or Colburn’s Arithmetics, Cornell’s Geographies, or Greene’s Grammars, the Trustees take advantage of the *proviso*, and ask to be exempted by the Superintendent of Public Instruction; but, whenever new books are to be adopted, they must conform to the State series; and in Schools where there is no uniformity whatever, the Trustees are requested to enforce the adoption of the State series. Sudden changes of books are not recommended by the State Board; let County Superintendents, School Teachers, and Trustees, act with good judgment, and the law will be found a salutary one, which will result in the permanent good of the Schools. The importance of a good series of text books in School cannot be overestimated. The flippant remark, that it matters not what book a good Teacher uses, will not stand the test of a sober second thought. As well say that a good soldier can fight as effectively with a shot gun as with an Enfield rifle. The adoption of a uniform State series of School books will add greatly to the efficiency of the Public Schools of California.”

In October, the list was completed by a few necessary additions, and may now be considered permanent for the next four years.

Additions may possibly be made, if found necessary, but no book will be substituted in place of those now adopted.

Arithmetic.

Eaton’s Primary,	Eaton’s Higher,
Eaton’s Common School,	Eaton’s Mental.

Geography.

Allen's Primary,	Cornell's Map Drawing,
Cornell's Primary, (succeeding Al-	Guyot's Wall Maps of Physical
len's,)	Geography,
Warren's Intermediate,	Guyot's Manual of Physical Geog-
Warren's Physical,	raphy.
Cornell's Outline Maps,	Guyot's Slate Map Drawing.

Grammar.

Greene’s Introduction, (for beginner’s,) | Quackenbos’ English Grammar,

Readers.

Willson’s Primary,	Willson’s Fifth,
Willson’s First,	Willson’s Sixth,
Willson’s Second,	Willson’s Primary Speller,
Willson’s Third,	Willson’s School and Family Charts.
Willson’s Fourth,	

Books Recommended for Use.

Hooker's Elementary Physiology,	Quackenbos' History of the United States,
Hooker's Larger Physiology,	Quackenbos' Primary History of the United States,
Burgess' System of Drawing,	Quackenbos' English Composition,
Burgess' System of Penmanship,	
Quackenbos' Natural Philosophy,	

Books Recommended for the Use of Teachers.

Calkins' Object Lessons,	Emerson's School and School Master,
Sheldon's Elementary Instruction,	Northend's Teacher,
Sheldon's Lessons on Object,	Russell's Vocal Culture,
Wells' Graded Schools,	The California Teacher,
Willson's Manual of Instruction in Object Lessons,	Guyot's Earth and Man,
Russell's Normal Training,	Agassiz's Method of Study in Natural History.
Page's Theory and Practice of Teaching,	

This measure of the authoritative adoption of a uniform State series of School books, I regard as one destined to accomplish an incalculable amount of good in reforming methods of instruction, and one that will save many thousands of dollars annually to the citizens of the State. No provision of the Revised School Law has excited so much discussion as this; and it seems fitting in this place to briefly set forth the advantages resulting from it. The law has met with objections from some, on the ground that it is an innovation on the established order of things; that it tends to make a book monopoly; and that it confers too much power on the State Board of Education. The question to be decided is, What books are the best for the Schools? not Who are the publishers, nor whether their interests are advanced or otherwise. It is true that the State Board *might* abuse their power, but when the decision is virtually left to the Teachers of the State, no such objection is valid.

Under the old law, the power of deciding what books should be used was vested in no one. The whims of parents, the preferences and prejudices of Teachers, the wishes of Trustees—all united to decide the question, or rather to leave it undecided. The consequence was, an almost infinite diversity in the different districts, and a curious collection of specimens of the art of printing which would have delighted the heart of an antiquarian. In many districts, numbering twenty-five scholars, half a dozen different text books in each of the studies pursued, prevented the possibility of any effective classification. Each pupil was engaged in a guerrilla warfare—fighting on his own hook, and using his own weapons. Drill and discipline were out of the question. Many of the books used were totally unfit for the Schools of the present time. And in districts where uniformity was by chance secured, a new Teacher came next term, and the books must be changed to suit *his* particular preference. Book publishers undoubtedly made money, but the Schools made little progress. Whenever a family removed from one district to another, a new set of books was required at an expense of from two to five dollars per child. Many families must have accumulated quite extensive School libraries in this way.

But the greatest evil was that the child, in entering a new School, found not only the pupils strangers, but was confounded with strange text books. And Teachers, in changing from one School to another,

experienced great difficulty; for they had no sooner become accustomed to one series of books than they were called upon to teach from another of which they knew nothing. When it is considered that two thirds of the Teachers of this State never teach the same School two terms in succession, some idea may be formed of the magnitude of this evil. And when it is stated that three fourths of the Teachers teach entirely by text books, it may be imagined that the Schools have no system but that of disorder.

Any theoretical objection to a uniformity of books sinks into insignificance when contrasted with all these evils. It is sometimes said that it matters little what books are used, that Teachers themselves should be text books. Were all our Teachers trained in Normal Schools, like the Prussian Teachers, of whom Horace Mann said, "I never saw one using a book," books might be of little consequence. But in *our* Public Schools, it is as rare an occurrence for a Teacher to depart from the verbatim text book recitation as it is for a Prussian Teacher to make use of it; consequently, the text book absolutely determines the character of the teaching.

The new books adopted in the State series are the most approved modern School books, adapted to meet the demands of more rational methods of teaching. The character of the instruction imparted in many of the Schools in the State will be raised at least fifty per cent by the new books, however conservative or old-fashioned the Teachers may be. Teachers will soon learn how to use them well, and when they enter a new School will at least find familiar implements to work with.

In an extensive course of travel through the State I everywhere found the people cheerfully adopting the new books in advance of the time required by law; and in all the Schools where they were used they gave satisfaction. One Trustee in a remote rural district was opposed to the new books, on the ground that they were "political." A political series of School books yet remains to be published; perhaps some enterprising publisher would do well to consider the propriety of publishing a "Democratic Arithmetic," a "Secession Speller," a "Republican Grammar," or a "Union Geography."

But few applications have been made to the State Superintendent asking to be excused under the proviso; those, in all cases, have been granted, with the instruction that the State series must be adopted prior to the first day of September, eighteen hundred and sixty-four. One year certainly is a reasonable time for effecting a change without inconvenience.

COMMENTS ON TEXT BOOKS.

ARITHMETIC.

Eaton's Arithmetics are new publications, and, consequently, little known in this State. The State Institute recommended Eatons' Primary, and Robinson's Practical. The State Board substituted Eaton's Common School, in place of Robinson's, because, in their opinion, it was better adapted to the wants of our Schools. Eaton's Arithmetics have been used with great success in the Boston Schools, where they "calculate" pretty closely before they "conclude" to change books. All the books of

Eaton's series, before publication, were submitted to a critical revision in the hands of the Public School Teachers of that city.

GRAMMAR.

Greene's Elementary Grammar, for beginners, is undoubtedly the most useful and most practical of the countless "little" grammars, which are often mere technical abstracts from larger works. If grammar is to be studied for the purpose of learning how to use language in writing and speaking, Greene's Grammar is a valuable work. If the sole object be to learn how to "parse," any other will do as well. Quackenbos' English Grammar is a recent publication. It is eminently practical in its nature, abounding in constructive exercises in the formation of sentences, in which particular it resembles Greene's. It is safe to assert that no study has been taught to so little purpose in our Schools as grammar. It is hoped the introduction of two text books treating on language in a natural and practical way, will have a tendency to impart to our children a better knowledge of the correct use of their mother tongue.

GEOGRAPHY.

Allen's Primary Geography is a charming little book founded on the object system of teaching, and is the pioneer of a new and better system of School geographies.

Cornell's Primary is a general favorite, and a standard book all over the United States.

Warren's Intermediate is, in my opinion, the poorest book of the entire State series, but as the Teachers preferred it, it was adopted by the Board for the want of a better one.

Cornell's Outline Maps are without a rival for Common School use.

Guyots' Wall Maps have just been published; scientific men, as well as Teachers, have been looking forward to their publication with deep interest, and the results exceed the most sanguine expectations. For accuracy, beauty, freshness, clearness, and harmony, they excel any before published, either in this country or Europe. Those Teachers who have read "Earth and Man," need not be told that few men live so well fitted to prepare such a set of maps.

The complete works of Professor Guyot are now being brought out, on a scale corresponding to their merit, by Charles Scribner, of New York, involving an expenditure of forty thousand dollars (\$40,000.)

The miserable collection of names of innumerable towns, rivers, cities, etc., etc., down to infinity, will disappear; their occupation is gone.

Geography will soon be taught as a science that shows how the Great Creative Hand can be traced in all its departments; that the earth is an organic whole, fitted for the home of man; that there is a "life of the globe;" that design is exhibited in all its members; that mountains, rivers, seas, and oceans influence the progress of nations; that *Law* rules universal over the face of the globe; that everything is adjusted with the most exquisite harmony; in fact, that geography is a science second in interest to no other.

Professor Guyot was, in early life, a pupil of Carl Ritter and Alexander Humboldt. He early became an earnest investigator of the natural world; the mountains and glaciers of his native land were his School

rooms; and since his removal to this country, he has become familiar with its mountain ranges and physical features. We may well feel proud of the publication of such works in our own country—the author's adopted home. Professor Guyot's map of the United States is full of Union speeches; for every mountain range, and every river, and every slope, is stamped *Union*.

READERS.

No books adopted are destined to work so radical a change for the better, in methods of instruction, as Willson's Readers. They are in reality a series of elementary books on Object Teaching, or on Common Things. No books were ever hailed by children with such delight. They fill a great want hitherto existing in our Public School education. While our scholars have been crammed to repletion with rules of arithmetic, rules for parsing, and lists of names in geography, the whole natural world has been to them comparatively a sealed volume. They have gone from School ignorant of physiology and hygiene; ignorant of botany; ignorant of the wonders of the vegetable world; ignorant of the animals by which they are surrounded; ignorant of birds, fishes, minerals—mere babies, in fact, in all which it concerns them most to know. Their perceptive faculties, embracing sensation, perception, attention, and observation, have never been systematically trained. The expressive faculties, comprising feeling, affection, emotion, passion, imagination, fancy, association, imitation, and description, have been left to their own unaided development, or suffered to remain utterly dormant. The reflective faculties, whose proper sphere it is to be called into play when facts have been accumulated by other faculties, have been ridden to death on the hobby of arithmetic, as if children were only calculating machines, and were capable of comprehending only mathematical abstractions. Willson's Readers contain the elements of natural history, natural philosophy, physiology and hygiene, chemistry and mineralogy—birds, beasts, flowers, insects, reptiles, minerals, and vegetables, are talked about in a familiar way, and all handsomely illustrated. They are, in my opinion, the most valuable books that can be placed in the hands of our School children. The illustrations in the Readers are exquisite. No School books have ever been published which can compare with them in this respect. Very few of the larger and more costly scientific books are so fully and elegantly illustrated. An objection has been urged by some martinets in elocution, that they contain too few declamatory and rhetorical selections. It is one of the chief merits of the books that the stereotype speeches and stage extracts which have gained a residence in all School Readers since the days of the old "English Reader," have been superseded by sensible reading, capable of being understood by children.

Willson's Charts—designed to be accompanied by the Readers—stand unrivalled in excellence. Every School-room in the State ought to be supplied with a set, and I hope, before two years pass, no School will be found without them.

Willson's Primary Speller is the first ever published based on the object system of teaching. Instead of being filled, like the old style spellers, with long lines of unused and unmeaning words, like huge exclamation marks of wonder and surprise that boys could be flogged into committing them to memory, the book is handsomely illustrated, and filled with the names of common objects, and with words most used in daily life.

HISTORY.

Quackenbos' History of the United States is admirably adapted to meet the wants of our Public Schools. It is a lamentable fact that, except in the Schools of San Francisco, the history of our country is but very little studied in the Public Schools of the State. Arithmetic! arithmetic! arithmetic! year after year, while the pupils grow up as ignorant of the glorious history of our country as if it never had an existence. It is the bounden duty of the Public Schools to inculcate love of country and patriotic devotion to the Union, and I know of no more effectual way of doing this than by the study of history of the United States.

PHYSIOLOGY.

Very few authors know how to adapt themselves to the tastes of children so well as Dr. Worthington Hooker. His smaller work on physiology ought to be in the hands of every child in the Public Schools over twelve years of age. The fact that our children have bodies, as well as brains, seems to have been entirely overlooked in our system of instruction until very recently. Physiology, like history, has had no place in the course. Out of the thousand Schools in the State, I doubt if the study of physiology is pursued in more than twenty-five. Strange that the Analysis of Fractions and the Binomial Theorem should be considered by sensible men and women of such pre-eminent importance over a knowledge of the fact that health depends on the observance of certain fixed laws, and that good health is of more consequence to a great majority of mankind than any other possession.

I am decidedly of the opinion that the State School Law should require physiology and history to be taught in all Public Schools above the grade of Primary.

DRAWING.

Burgess' series of books on drawing have been successfully used in the San Francisco Schools for several years, and have met the approval of all Teachers. But as very few Schools in the State pay any attention to drawing, it is almost unnecessary to make any recommendation.

PENMANSHIP.

Burgess' Penmanship is in use in all the Schools of San Francisco. After teaching the system two years in a Public School numbering a thousand scholars, I can give an opinion founded on fact, as to the very great merit of the system. It is a radical innovation on the old methods, which have turned out such stiff, constrained, barbarous specimens of penmanship, to the discredit of our Schools. I commend it to the careful examination of all Teachers who have any desire to teach in any other than the "good old way," this most practical and essential branch of School instruction.

Among the books for the use of Teachers, Russell's Normal Training is one of the most valuable, and I most earnestly recommend it to the careful perusal of every Teacher who would learn how to intelligently train the human faculties. Professor Russell has devoted his whole life to teaching, and probably no Educator in the United States is so fully equal as he to the task of presenting a finished and scholastic work on the principles of teaching. It is a work to be studied day after day and year after year.

STATE EDUCATIONAL SOCIETY.

Among the very first of the good results of the Institute may be ranked the organization of a State Teacher's Society. Its formation was very quietly effected, and attracted but little attention, but it may justly be regarded as an epoch in the occupation of teaching. The necessity of such a society was thus set forth in the "Institute Circular," from the Department of Instruction :

"The time is rapidly approaching when teaching *must be recognized as a profession* ; when a diploma from a Normal School, or a certificate of examination by a legally authorized association of Teachers, or a State Board of Examination, shall be a license to 'teach School' until revoked by those who issued it. In Pennsylvania, graduates of the Normal School receive, with their diploma, a 'license,' conferred in conformity with an express Act of the Legislature, by the State Inspectors, and authorizing the recipients to teach within the limits of the State, without being subject to further examination. In Illinois, certificates from the State Board remain in force for life unless revoked for special cause. In New York a similar law is in force. It is to be hoped that the Teachers who respect their occupation will soon demand a similar law in California. Educational Conventions in every part of our country express a general desire for a distinct and definite recognition of the occupation of teaching by forms equivalent to those now existing in law, medicine, and theology. It is true there are many who make teaching a temporary occupation, a stepping stone to other pursuits, and there is no objection to this when they are duly qualified for the noblest of human duties ; but there is a large class, becoming larger every year, who desire to make it the occupation of a life—an occupation which calls for a range of acquirements and a height of qualification fully equal to that of the liberal professions. Professor William Russell, graduate of the University of Edinburgh, formerly editor of the *Massachusetts Journal of Education*, and well known as one of the ablest Institute Lecturers in the United States, a man of ripe scholarship and varied acquirements, who has devoted thirty years of his life to teaching, whose name is a household word to thousands of New England Teachers, in a recent report to the *Massachusetts State Teachers' Association*, thus speaks of this subject :

It is unreasonable to expect that any revolution will take place in favor of those who do not stir for their own interest. Neither the community around us, nor the State Legislature, nor that of the Union, can constitute our existing *corps* of Teachers a properly organized professional body. Teachers themselves must make the move ; they only can do it. Nothing is needed but that every one of our existing State or County Associations should "of its own motion," as the law phrases it, resolve itself from its present condition of an open to that of a close body, self-constituting, self-perpetuating, self-examining, self-licensing.

To constitute the occupation of teaching a regularly organized profession, any existing body of Teachers has but to adopt the same course of voluntary procedure which is exemplified in the practice of those professional bodies which have already taken their appropriate vantage ground, and are respected accordingly. It is merely the fact that other associated bodies do act on this civic privilege, which constitutes medicine, law, and theology, professions, strictly and properly so called, as distinguished from other callings or pursuits. The three are sometimes denominated "*liberal*" professions, as implying a "liberal" preparatory education ; although the fact does not in all cases, or necessarily, verify the application of the term, still they are "professions," because those who practice them "profess," previous to entering on their duties, to be qualified to perform them, are examined to that effect by professional men, and if found worthy, are admitted accordingly, as members of the given professional body, and furnished with a certificate, in proper form, purporting the fact. In all such cases the procedure is that of a self-examining, self-licensing, self-perpetuating body, giving a right to the individual admitted to membership to receive the

countenance and co-operation of his professional brethren, and affording to the community in general the satisfactory assurance that the candidate for professional employment is duly qualified to perform his duties. Whatever social, professional, or personal advantage, therefore, is derived from such arrangements by the members of the liberal professions, may reasonably be expected to be reaped by individuals who follow any other vocation requiring peculiar intellectual qualifications, when these individuals associate themselves for corresponding purposes of interest and general benefit.'

Why should not the pioneer Teachers of this State, in the next Institute, take measures of self-organization, self-recognition, and self-examination, and raise themselves above the humiliating necessity of submitting to an examination by members of other professions, or of no professions at all? A "State Educational Society" could be organized by those who should pass the next examination by the State Board, those who hold diplomas of graduation from Normal Schools, and the Professors in the various Colleges and Collegiate Schools of the State. This Society could become legally incorporated at the next session of the Legislature, and other members could be admitted from time to time by passing a regular examination and receiving diplomas. Such certificates would soon be gladly recognized by unprofessional examiners, (many of whom, though men of education, feel that they are not duly qualified to sit in judgment on the competency of Teachers for their peculiar work,) as the best possible assurance of fitness to teach. And Teachers may rest assured that legislative enactments would soon follow, making such diplomas *prima facie* evidence of ability to teach in any part of the State, without further examination.

Some such steps we are called upon to take by the large number of accomplished men and women who are entering on our vocation. We are called upon to act, not only in justice to scholarship and talent, but in self-defence against imposters and pretenders; and we may honestly avow a desire to exclude all who unworthily or unfitly intrude themselves into the noble office of teaching."

It was eminently fitting that the Constitution of the State Society should appear in the first number of the *California Teacher*.

The preamble reads as follows:

"WE, as Teachers of California, in order to further the educational interests of the State; to give efficiency to our School system; to furnish a practical basis for united action among those devoted to the cause in which we are engaged, and, for those purposes, to elevate the office of the Teacher to its true rank among the professions, do hereby adopt the following Constitution:"

A few sections of the Constitution will explain the conditions of membership:

"NAME.

"SECTION 1. This organization shall be known as the 'CALIFORNIA EDUCATIONAL SOCIETY.'

"MEMBERS.

"SEC. 2. The qualification of members shall be: a good moral character; three years successful experience, *one* of which must have been in this State, and ability to pass a thorough examination in reading, spelling, penmanship, drawing, object teaching, geography, grammar, history, arithmetic, algebra, physiology, and natural philosophy.

"SEC. 3. This society shall consist of male members only.

"SEC. 4. All male graduates of State Normal Schools in the United States, who have taught three years previous to their application for admission to this society, and who are residents of this State, and all male holders of State Educational Diplomas, as provided by the laws of California, shall be eligible to membership upon the recommendation of the Examining Committee."

The society already numbers thirty members. It is intended to make it strictly a *professional society* by admitting to membership only Teachers of proved ability, scholarship, and experience. Its object is to make the *occupation* of teaching a *profession*; to discountenance quacks and em-

pirics; and to make the influence of the Teachers of the State felt as an organized body. When it shall have gained strength by numbers, it will ask of the Legislature that its Professional Diplomas shall be considered as licenses to teach in any part of the State without further examination. It stands as the first professional society organized on such a basis in the United States.

STATE EDUCATIONAL DIPLOMAS.

The issuing of so large a number of State Diplomas and State Certificates, under the Revised School Law, was an act of tardy justice to many enlightened Teachers who had long been subject to the humiliation of annual examinations, and who had long felt the need of a movement towards recognizing the occupation of teaching as a profession.

The fact that so large a number applied for examination at the first session of the Board, indicates how deeply the want of some such measure was felt by the Teachers of the State. Sections forty-seven and forty-eight of the Revised School Law read as follows:

“SEC. 47. The State Board of Examination for granting certificates of qualification to Public School Teachers, shall consist of the Superintendent of Public Instruction, and such County Superintendents, or Teachers of Public Schools, not less than four in number, as he may appoint. Said Board of Examination shall meet at such times and in such places as the Superintendent of Public Instruction may designate; and shall have power to grant certificates of the following grades, to wit: First Grade Certificates, for teaching a Grammar School, which shall remain in force four years; Second Grade Certificates, for teaching an Intermediate or an Unclassified School, which shall remain in force two years; Third Grade Certificates, for teaching a Primary School, which shall remain in force two years. Said certificates shall be issued to such persons only as shall have passed a satisfactory examination in the studies pursued in the different grades of Schools specified, and shall have given evidence of good moral character, and of ability and fitness to teach; and they shall entitle the person receiving the same to teach a Public School of the specified grade, for the specified time, in any School District in the State, without further examination. Said certificates shall be revoked by said Board upon evidence of immoral or unprofessional conduct on the part of any person holding the same. Boards of Education of cities and incorporated towns are hereby authorized to recognize and receive certificates granted by the State Board of Examination whenever they may deem it advisable.

“SEC. 48. The State Board of Examination shall have further power, upon a full and critical examination of applicants in the studies of algebra, arithmetic, grammar, geography, history of the United States, physiology, natural philosophy, reading, spelling, penmanship, drawing, object teaching, and such other studies as the Board may deem advisable, to grant ‘State Educational Diplomas’ to such applicants, and to no others, as may furnish evidence that they have the requisite character and qualifications, and that they have taught a Public School at least one year in *California*, and have been engaged in the vocation of teaching at least

three years. Said diploma shall entitle the person to whom it may be issued to teach a Public School in any part of the State for the term of six years, unless revoked by the Superintendent of Public Instruction for good and sufficient reasons."

No one cause has done so much to render the occupation of a Public School Teacher distasteful as the old system of annual examinations. Teachers were condemned to be tried, not by a jury of their peers, but too often by men who knew little or nothing of practical teaching, and who not unfrequently made the annual examination a guillotine for decapitating any unlucky pedagogue who had fallen under ban of their petty displeasure. A Teacher in the Public Schools, though he might have, added to the finest natural abilities for teaching, a complete professional training in the best Normal Schools in the United States; though he might be crowned with honors, won by many years of successful experience; though he might be esteemed by the community, and revered by thousands of grateful pupils—at the end of each year, forsooth, he must be "examined" by a committee of lawyers, doctors, dentists, book binders, contractors, and non-professional men, to ascertain if he was "*fit to teach a Common School!*" After having passed through the examination mill annually, nine years in succession, turned out each time with a "bran new" certificate of "fitness to teach a Common School one year," I can speak feelingly on this subject. These annual examinations of experienced Teachers, offered an annual insult to intelligence, by lumping character, aptness to teach, moral and social culture, in tabular statements of "percentage" on arithmetic and spelling, in which infinitesimal details counted everything, character and success nothing at all. Actual trial in the School-room is the best test of fitness to teach, and when a Teacher has once passed examination, and proved successful in School, subsequent examinations are uncalled for and unnecessary.

I remember more than one successful Teacher, arraigned before the Examination Star Chamber, who was decapitated by the official guillotine of "percentage," because he happened to fail "on the best route from Novogorod to Kilimandijaro," or from "Red Dog to You Bet;" or forgot the population of Brandy Gulch, Humbug Cañon, or Pompeii; or could not remember the names of all the rivers of the world, from the Amazon down to the brook where he caught "minnows" with pin-hooks when a boy; or blundered on some arithmetical shell, hard enough to pierce the hide of a Monitor; or chanced to spell traveler with two l's; or failed to make out a chronological table of all the battles of all the wars, from King Philip's down to Buchanan's famous crusade against Salt Lake; or happened, finally, to fall one tenth of one credit below nine hundred and ninety-nine, the standard which exactly gauged the moral character and intellectual ability of a man "fit to teach a Common School one year." The new State law, by granting diplomas for six years, relieves Teachers from the annoyance of such examinations, and is the first step towards recognizing teaching as a profession. It was my firm conviction from the first, that the end sought would be best attained by vesting the authority to examine candidates in a Board of practical Teachers, selected for that specific purpose. The future success of this important movement will depend upon retaining this principle as a foundation. Teachers have a right to demand an examination by their peers. The State Board of Examination in May, was composed almost entirely of practical Teachers; the questions were prepared by practical Teachers;

the papers were examined by practical Teachers; and the standard of qualification was determined by practical Teachers.

In the examination of a hundred Teachers in so limited a time, no oral examination could possibly be given. Whenever possible, oral and written examinations should be combined. Under the law, State Diplomas could be granted only to persons who had taught School three years successfully, one year of which must have been in this State.

In determining the character and extent of the acquirements which should be deemed essential to secure the highest certificate under the law, it was not deemed advisable to lower the standard to the level of mediocrity. It was considered that the possession of a State Diploma should be held as an honor worth striving for, and which should entitle the holder to the respect of the community and of fellow Teachers. And yet, it was to be borne in mind that the object of the State Diploma was to benefit the Teachers of *Public Schools*—not the Professors of higher institutions of learning. It was the intention of the law to place the badge of honor on Teachers who had achieved success in the Common School—who were well trained Teachers in the studies ordinarily pursued in such Schools. It was just and proper that the classics, modern languages, and higher mathematics, should not be included in the examination.

To strike the golden mean between these two extremes, was a matter involving serious consideration. It seemed eminently just, too, that a Teacher's experience and knowledge of methods of teaching, should be an important element in the examination; and a maximum of one hundred credits was allowed for general questions.

The following is the form of a State Educational Diploma :

[National Flag.]	STATE EDUCATIONAL DIPLOMA.	[National Flag.]
STATE OF [Seal of the State of California.] CALIFORNIA.		
<p>The State Board of Education, after a full and critical examination, in accordance with the provisions of section forty-eight of the Revised School Law of eighteen hundred and sixty-three, have found _____ well qualified in all respects for the profession of Teaching.</p>		
<p>They therefore issue this Diploma, which entitles the bearer to teach a Public School in any part of the State of California, without further examination, for the term of six years.</p>		
<p>[Seal of the Department of Public Instruction.]</p>	<p>[Signed,] _____</p>	<p><i>Sup't Public Instruction.</i></p>
<p>[Design—Grasped hands surrounded by stars, under the motto: "The Constitution."]</p>		
<p>By order of the State Board of Examination.</p>		

This Diploma supersedes the necessity of any further examination for the period of six years, and is a license to teach in any district in California, except in a few incorporated cities governed by a special Board of Education. It constitutes the strongest official recommendation of the holder to the confidence of the public and the esteem and friendly aid

of fellow Teachers. It will prove an important aid in securing the most desirable positions in the Public Schools of the State.

The Teachers of the State ought to respond to this generous provision of the Legislature by striving to secure State Diplomas. They owe it as a duty to the profession which they should strive to honor; they owe it as a duty to the Public Schools; they owe it as a duty to themselves for the purpose of self protection against ignorant pretenders.

The total number of State Diplomas and Certificates granted during the year is as follows:

Certificates and Diplomas.	Males.	Females.
State Educational Diplomas.....	9	.....
First Grade Certificates.....	5	6
Second Grade Certificates.....	8	4
Third Grade Certificates.....	15	5
	37	15
Males.....	.....	37
Total.....	.....	52

COUNTY TEACHERS' CERTIFICATES.

The County Board of Examination is composed of the County Superintendent and such Teachers as he may appoint for that purpose. Certificates of the First and Second Grades are issued for one and two years. During the year, one hundred and fifty-nine Certificates of the First Grade, valid for two years, were issued; two hundred and ninety-four of the Second Grade, valid for one year; and one hundred and twenty-four Temporary Certificates were granted by County Superintendents, valid until the regular sessions of the County Boards. Ninety-nine applicants were rejected—an index that the standard of qualification has been raised to a higher point than formerly. But so long as Trustees persist in employing *cheap* Teachers, and pay good ones no more than the very poorest, all attempts at a high degree of excellence will be of no avail. Teachers acting on County Boards are allowed a compensation of five dollars each, for each session. Four hundred dollars have been expended for this purpose, amounting to about one dollar for each certificate granted.

I recommend to the County Boards of Examination that they set a high standard, and rigidly enforce examinations, as a measure of protection in favor of competent Teachers, thus cutting off Trustees from the possibility of “cheap labor.” Hon. Victor M. Rice, Superintendent of New York, thus writes:

"To my mind it is clear that if the qualification of Teachers is a consideration so important as to demand an examination and a certificate of proper qualification as a condition precedent to entering a School, then that is the best system of supervision which is the most watchful and careful in its awards of these testimonials; for the greater the ease and facility with which they can be procured, the nearer it is to having no condition whatever.

"The danger is not that certificates will be too rigidly withheld, but that they will be too readily granted. The Commissioners are, in this regard, doing a noble work, in which they have my official sanction and support, as they should have of every man who would not see confiding children and youth abused by incompetence, and the money so generously provided by the State and by local taxation squandered in paying for the services of persons who do not render an equivalent in instruction. It is well understood that money paid out for the services of a poorly qualified Teacher might as well be cast into the sea; and when the time shall come that the Commissioners shall not be sustained in a policy which demands thorough preparation for the difficult duties of the School-rooms, all our best Teachers must leave them to the care of that greater number, who can be employed at a much smaller compensation, and who have neither the disposition nor the ability to make the necessary preparation to teach well. Or when the time shall come in which every man, or a great multitude of men, shall have authority to grant certificates, and when the qualified and unqualified alike can obtain them, it will be time to cease taxing the people and receiving money from their generous hands under the fraudulent pretence that it will be economically used for the education of children and youth."

Hon. Anson Smyth, the veteran Superintendent of Ohio, says :

"It is an exceedingly unpleasant duty, on the part of Examiners, to refuse certificates to any who may submit to their examination. Not unfrequently candidates who have made an exhibition of their ignorance and utter incapacity, will importune in the most urgent and pathetic way for certificates. Local Directors sometimes plead that a candidate be spared rejection with an importunity like that of Abraham when praying for Sodom. A brawny brother has more than once intimated that a sad retribution would, on the first fit occasion, overtake the Examiners if his sister should be dismissed without a commission; though that girl could not repeat the multiplication table if it were to save her from the doom of Gomorrah. And, moved by these influences, there is danger that pity or fear will prevail over judgment and a sense of duty. Those who have no experience in the business cannot appreciate the delicate and difficult duties which Examiners of Teachers are often called to perform. And when they do with fidelity discharge their arduous and thankless duties, they deserve to be sustained by all who are unwilling that two millions of dollars should each year be worse than wasted on incompetent Teachers.

"What avails it that we pay millions of money for the support of our Schools—that we build commodious and expensive School-houses, if our Teachers are incompetent for the work of educating our children? Money and buildings are of themselves of no value in this work. With a School building in each sub-district as costly as our State Capitol, there will be none but worthless Schools, if the Teachers are without due qualifications.

“There are thousands of uneducated and ill-bred young people in Ohio who need to learn much in regard to the simple principles of orthography and reading, who in any respectable Primary Schools would be found at the foot of their classes, and who yet seek places as Teachers. Ignorant of themselves, as of everything else, they think themselves qualified for teaching, perhaps for the reason that they have discovered that they are unfit for anything else.

“And, what is not less deplorable, there are fathers, yea, School Directors, who are ready to employ these untaught young people to teach our Schools, to give form and character to the lives of our youth. If all who aspire to become Teachers find ready employment—if all the ignorant and vulgar have only to offer their services in order to procure positions which require the greatest wisdom, the soundest judgment, and the best cultivation, our Schools will become fountains of ignorance and moral death.”

FORMS OF REPORTS.

During the year all the blanks and forms of the Department have been carefully revised. The forms for reports of Teachers, Trustees, and Census Marshals, have been simplified and systematized.

An effort has been made to secure the fullest possible returns of all valuable information relative to the Schools, and to dispense with all that are not absolutely necessary. Teachers and Census Marshals are required to make duplicate reports, one to the County Superintendent, and a copy to the Trustees. The Trustees make one report to the County Superintendent. Heretofore all these officers were required to make reports, in addition to these, directly to the Superintendent of Public Instruction. In the early history of the State, before the School system was reduced to order, these triplicate reports were necessary, but in my opinion the time has now arrived when the County Superintendents should be able to make up their own reports correctly without relying on the Superintendent to wade through the mass of details which properly belongs to them. Besides, Teachers, Trustees, and School officers, with some reason, regarded the making out of triplicate reports as a kind of circumlocution office arrangement, involving an unnecessary expense of time, paper, postage, and annoyance. By the change, the cost of at least six thousand expensive blanks and forms is annually saved to the State. The reports of Teachers and Trustees are now so simple, that any intelligent schoolboy could not fail to fill them out; and no possible excuse, except wilful negligence, can be offered for not making the returns properly. For the purpose of showing the system of the Department, the statistics required of the various School officers are given in full.

PUBLIC SCHOOL TEACHER'S REPORT.

Whole number of boys enrolled; girls; total number; average number belonging; average daily attendance; percentage of attendance; total number days attendance; total number days absence; total number times tardy; number attending School between four and six years of age; grade of School; number of classes in School; date of Teacher's taking charge of School; date of Teacher's leaving School;

length of time the Teacher has taught the same School; number of School days in School term or year; monthly salary of Teacher, board included; amount of salary received from rate bills; number of volumes in School Library; provided with State School register; provided with Revised School Law; journal of education taken by Teacher; attended State or County Institute; what kind and value of School apparatus; size and fitness of School-room; grade and date of Teacher's certificate; text books used, and studies pursued.

TRUSTEES' REPORT.

The report of Trustees, with the exception of the "Financial Report," is made by simply transcribing the summaries from the Teacher's and Census Marshal's reports, and is easily and quickly made, if those reports are correctly made in due season. The following is the form of report:

"School Trustees' Report of ——— District, No. —, to the Superintendent of Public Schools of ——— county, from September 1st, 186—, to August 31st, 186—, inclusive. *Financial Report*: Amount of School Fund received from the State; amount of School money received from county taxes; amount raised by district tax; amount received from township School Fund; amount raised by rate bills or subscription; total receipts from all sources for School purposes; amount paid for Teachers' salaries; amount expended for sites, buildings, repairs, and School furniture; amount expended for School Libraries; amount expended for School apparatus; amount expended for rent, fuel, and contingent expenses; total expenditures for School purposes; valuation of School-houses and furniture; valuation of School Libraries; valuation of School apparatus; total valuation of School property."

SCHOOL REGISTERS.

Section sixth, Revised School Law, authorized the Superintendent of Public Instruction to prepare a convenient form of School Register for the purpose of securing more accurate returns from Teachers. In ten days after the School Law took effect, the Registers were on the way to the School-rooms where they were so much needed. The cheapest and simplest possible form for such a Register was devised, inasmuch as many Teachers accustomed to keeping their records on sheets of waste paper, or "in their heads," would find it difficult to master a very complex system of School bookkeeping. An edition of twelve hundred copies was issued by the State Printer, a number sufficient to supply the Schools for four years.

Of the economy of furnishing such record books at the expense of the State, there can be no question. The State Superintendent of New York, Mr. Van Dyck, said, in urging this measure on the attention of the Legislature:

"Could each district be furnished with a 'School Register,' substantially bound, properly ruled, and so divided as to show the name and age of each pupil, the time of his entrance into School, and each day of his attendance throughout the week, month, and term, imposing little labor on the Teacher, and removing all excuse for inaccuracy, while it would form a continuous record of the School for successive years, it would constitute the greatest boon which could at this time be conferred on our

Common Schools. In no way could the duties of Trustees be so eminently lightened; in no way could a fruitful source of dissension and litigation in the districts be so readily removed, as by the adoption of the measure proposed. With a permanent record before them, Trustees would find no difficulty in properly apportioning the rate bills; and at the close of the year a transcript of attendance could be made that would be in all respects reliable, both as a matter of general information and an indication of the extent to which our citizens avail themselves of the educational privileges provided by the State."

The Register is in small quarto form, of one hundred pages, designed for use in the smaller Schools, from four to six years; in the larger ones, from two to four years. The left hand page is ruled for a "Record of Attendance," with space for the name and age of pupils; the right hand page is designed for a "Record of Recitations and Deportment."

The Register requires a monthly summary, giving the "Average number belonging," the "Average daily attendance," and the "Percentage of attendance." At the end of each term the Teacher is required to make the following report for the use of Trustees, on a page ruled for that purpose in the Register: "Whole number of boys enrolled; whole number of girls enrolled; total number of pupils enrolled; average number belonging; average daily attendance; percentage of attendance; number of pupils under six years of age; number of pupils between six and eighteen; number of pupils between eighteen and twenty-one; length of term, in months and days; salary of Teacher per month, including board; length of time engaged in teaching the same School; grade and date of Teacher's certificate; number of classes in School; number of visits by County Superintendent; number of visits by School Trustees; number of visits by other persons."

At the end of the year the Register requires the following :

ABSTRACT OF MONTHLY SUMMARIES.

For the School Term or Year commencing ———— 186 —, and ending, ————

NAME OR NUMBER OF MONTH.	Whole Number of Days' Attendance.	Whole Number of Days' Absence.....	Whole Number of Times Tardy.	Whole Number Enrolled.....	Average Number Belonging.....	Average Daily Attendance.....	Percentage of Attendance.....	Number of Pupils Entered.....	Number of Pupils Left.....

To guard against the possibility of misunderstanding the method of keeping the Register, a model page, filled out with names and records, is inserted, to which are attached the following

"INSTRUCTIONS TO TEACHERS.

"This Register is supplied to each School District in the State, in accordance with the following section of the Revised School Law :

" ' SEC. 6. The Superintendent of Public Instruction * * * * * shall prepare a convenient form of School Register, for the purpose of securing more accurate returns from Teachers of Public Schools, and shall furnish each County Superintendent with a number sufficient to supply at least one copy thereof to each district or School of such county.'

"Section thirty-five of the School Law reads as follows :

" ' SEC. 35. All Teachers of Public Schools shall keep a register of all the scholars attending such School, their ages, daily attendance, and time of continuance at School, and such further statistics as may be required by the Superintendent of Public Instruction, and shall deliver such register, at the close of their term of employment, to the School Trustees of their districts.'

"It is very important that this Register should be accurately and carefully kept. The left hand page is ruled for a daily record of attendance. A convenient form for keeping this record is as follows: Denote attendance by leaving a blank space; absence by an acute angle, or V; tardiness by an oblique line sloping to the right, which mark, completed, if the scholar does not enter during the day, will form the V, and denote absence. A half day's absence should be reckoned as a tardiness; and leaving before the close of School should be denoted by an oblique line sloping to the left, thus /, and counted as a tardiness in the summary. The right hand page is ruled for a Record of Recitations and Deportment, for the convenience of Teachers who may wish to use it.

"Such records are kept in all the best city Schools in the United States, and all Teachers are requested to make use of it whenever it is practicable.

"The following is a convenient method of keeping this record: Denote a perfect recitation by 3 credits, an ordinary one by 2 credits, a poor recitation by 1 credit, and a failure by 0. A pupil who recites four perfect recitations during the day, will be entitled to 12 credits in the column for that day. Perfect deportment is indicated by 5 credits, and any violation of the rules of order, such as whispering, subjects the scholar to the loss of one or more credits. A scholar perfect in deportment shall receive at the end of the month 100 credits.

"The most important points to be determined by the Register are as follows: 1st—The whole number enrolled; 2d—Average number belonging to School; 3d—Average daily attendance; 4th—Percentage of attendance. For the purpose of avoiding any possibility of mistaking the method of keeping this Register, a record of one month is filled out and printed on the first page. The whole number enrolled on this record is 25. To find the average number belonging to School during the month, add the total days' attendance to the total days' absence, and divide by the number of school days in the month, thus: $380 + 62 = 442$. $442 \div 20 = 22\frac{1}{10}$, average number belonging. To find the average daily attendance, divide the total days' attendance by the number of school days in the month, thus: $380 \div 20 = 19$, average daily attendance. To find the percentage of attendance, divide the total days' attendance

by the sum of total days' attendance and total days' absence, thus: $380 \div (380 + 62) = 380 \div 442 = .86$ nearly, or 86 per cent. Or, divide the average daily attendance by the average number belonging, thus: $19 \div 22\frac{1}{10} = .86$ nearly; same result as before.

"This monthly summary must be transcribed to a table, ruled for the purpose, at the close of the Register, and from the total of monthly summaries the annual report is easily made out.

"The Teacher will transcribe the names of scholars at the close of every four weeks. Whenever a pupil is absent an entire week, in making up the report, he is considered as stricken from the roll, and must be re-entered by writing the letter E opposite his name, after the week's absence. If a pupil should enter School, attend one week, then should be absent two weeks, should return and attend another week, he would be considered as belonging to School ten days, and no absences would be marked against them.

"Some rule is obviously necessary in such cases, and in the records of most Eastern Schools, the above rule is adopted. The blank page for the Teacher's Report at the end of each term or year, should be accurately filled, for the use of the School Trustees.

"Teachers can adopt other methods of keeping the Register, if preferable, provided they arrive correctly at the results sought to be obtained. This Register will involve more care and labor than the indefinite records which are often kept; but Teachers will bear in mind that School statistics, to be of any value, must be absolutely exact and correct.

"Department of Public Instruction, June 1st, 1863."

SCHOOL TRUSTEES' ORDER BOOK.

The School Trustees are required by law to certify to the County Superintendent the amount due Teachers for salaries, and due other persons for apparatus, incidentals, and contingent expenses. As may be imagined, such certificates or evidences of indebtedness were sent to the County Superintendents in very curious forms, not down in any of the books, and many Trustees kept no accounts whatever, leading to endless difficulties, and to great discrepancies in the annual reports.

To remedy these evils, facilitate business, and compel the Trustees to keep a financial record, a "book of Trustees' orders on County Superintendents," was published by the Department of Instruction and furnished to each Board of Trustees.

It is designed for at least six years' use, and will afford a complete financial account of the disbursement of moneys during that period. The form is as follows:

ORDER UPON THE COUNTY SUPERINTENDENT OF PUBLIC INSTRUCTION.

No.....

.....186....

THE COUNTY SUPERINTENDENT OF PUBLIC SCHOOLS

Of.....County, will draw a Warrant on the
County Treasurer, payable out of the Public School Fund, for.....Dollars
in favor of.....or Order,
on account of.....
during the present School year, in the.....School District.

.....

.....

.....

\$.....

School Trustees of.....District.

OATH OF ALLEGIANCE.

By an Act of the Legislature, approved April twenty-seventh, eighteen hundred and sixty-three, all Public School Teachers were required to take the following oath of allegiance :

“ I do solemnly swear (or affirm, as the case may be) that I will faithfully support, protect, and defend the Constitution and Government of the United States against all enemies, whether domestic or foreign, that I will bear true faith, allegiance, and loyalty to the said Constitution and Government, and that I will, to the extent of my ability, teach those under my charge to love, reverence, and uphold the same, any law or ordinance of any State Convention or Legislature, or any rule or obligation of any society or association, or any decree or order from any source whatsoever, to the contrary notwithstanding ; and further, that I do this with a full determination, pledge, and purpose, without any mental reservation or evasion whatsoever ; and I do further swear (or affirm, as the case may be) that I will support the Constitution of the State of California.”

This Act has been rigidly enforced throughout the State. Some eight or ten Teachers, whose services the Department could well dispense with, resigned their occupation rather than take the oath. Some few Teachers swallowed the oath, though still retaining their old love for rebellion and secession ; but the oath has sealed their lips against all open teaching of disloyalty. The Schools ought to be the nurseries of patriotism, and no Teachers, weak-kneed in their support of the Government, should find a place in them for a single day. The employment of Teachers who sacrifice their principles to their interests, can only be prevented by securing thoroughly loyal School Trustees.

Complaints have reached the Department from several counties, that the Trustees have kept the Schools closed rather than employ any Teacher “ who was willing to take the oath required by law.” The

Public School at Visalia has been closed for this reason, during the last four months.

The Superintendent of Mendocino County writes as follows :

“ A number of the districts have positively refused to comply with the law requiring Trustees to take the oath of allegiance. The Trustees of Ukiah District positively refused to employ any Teacher who would take the oath. This district is, perhaps, of more consequence than any other one in the county, because there are more Schools in it, and they reside so near together that a good School might be maintained the year round, could the citizens have the co-operation of the Trustees.

“ The Trustees of Long Valley have also refused to allow their Teacher to take the oath, and have allowed their funds to remain in the Treasury. Count's District is in the same condition, and the Teacher has failed to return any report.

“ Of course, if this position is maintained another year it will disorganize all the districts by their forfeiting the public money. Of the spirit of disloyalty which induces them to place themselves in this attitude I cannot speak in terms of too severe condemnation. In Ukiah District, more than half the scholars who attend the Public Schools are the children of loyal parents, but the *voters* outnumber us, so that it is impossible to elect Trustees who will perform their duty. I regret to say that we have a large element in our population in this county who have but little ambition to improve or even to maintain our present School system. Of this you may be made aware by what I have said above of their determination to elect none but the most ultra Secessionists for Trustees. I regret, moreover, to say that our Board of Supervisors largely participates in this feeling of disinclination to sustain the School system.”

I therefore recommend to the Legislature that an act be passed disqualifying every Trustee for office who shall refuse to comply with the law requiring the employment of loyal Teachers and none others. Such an Act would undoubtedly drive a large number of Trustees out of office, but their places can be better filled, and existing evils ought to be remedied at any cost. If Secessionists are willing to sacrifice themselves, it is no reason why they should steal the intellectual bread out of the mouths of their children by closing the Schools.

STATE NORMAL SCHOOL.

Under an Act of the Legislature, passed May, eighteen hundred and sixty-two, this institution was opened on the twenty-third of July, in a small basement room of the San Francisco High School, beginning its first term with only six pupils. Shortly after, it was removed to larger rooms on Fourth Street, near Mission, and two model classes were organized in connection with it. The first year of the School closed on the fourteenth of May, eighteen hundred and sixty-three, with an examination conducted by a committee of the Board of Trustees. Four students graduated and received Diplomas, all of whom are now successfully en-

gaged in teaching. The School was conducted during its first year at an expense of four thousand two hundred dollars, (\$4,200,) State scrip, equivalent in cash to two thousand eight hundred dollars. (\$2,800). Its efficiency was impaired by two serious events—want of money, and want of a suitable building. It has recently been removed to a building on the corner of Post and Kearny Streets, somewhat better than the former, but by no means adapted to the wants of such an institution. The rent of the building and the salaries of the Teachers of the model classes are paid by the City of San Francisco.

Without this liberal assistance from the Board of Education, the institution would have necessarily proved a failure. The School now numbers fifty members. Three model classes are connected with it, and three more will soon be organized. In these classes the pupils of the Normal School are required to learn the practical details of School-room duty under the supervision of Teachers familiar with the most approved methods of modern training Schools. The State Normal School is destined to become one of the active educational agencies of the State; and in order that it may be placed on a sound basis, an appropriation of eight thousand dollars (\$8,000) will be needed for the sixteenth fiscal year. This will be only half the amount annually expended on the State Reform School, for training an average number of less than twenty inmates; and is not the training of fifty Teachers, who will soon go out to take charge of fifty Schools, teaching two thousand scholars, quite as important to the State?

The advantages resulting to the Public Schools of the State, from a Normal School, are so self-evident, that no argument seems to be needed to enforce them. The liberal provision made in older States for such institutions, affords conclusive evidence of their usefulness.

The first Normal School in the United States was established at Lexington, Massachusetts, in eighteen hundred and thirty-nine, and it opened with three students. Massachusetts now has four Normal Schools—at Framingham, Bridgewater, Westfield, and Salem. The aggregate number of students who had been connected with these Schools up to December, eighteen hundred and sixty-one, was four thousand eight hundred and thirty, of whom two thousand and eighty-four graduated. The total amount expended by the State for the support of these institutions since their first organization, was one hundred and eighty-five thousand dollars (\$185,000); and the total outlay, including donations by individuals, was two hundred and ninety-four thousand dollars (\$294,000). The superior condition of the Massachusetts Public Schools is owing, in no small degree, to this eminently wise and judicious expenditure. It has given the State a well trained body of Teachers, who are paid higher average salaries than in any other State. Massachusetts can afford to pay good Teachers good salaries, because she wastes no money on incompetent ones. Her annual expenditures for all educational purposes, amount to more than three millions of dollars; her economy is practised in employing skilful Teachers.

The report of the Board of Education, eighteen hundred and sixty-two, says:

“Through the agency of the Normal Schools, more than by any other means, the Board is enabled to exert an influence upon the Common Schools.”

The report of the Board, eighteen hundred and sixty-three, says:

“ The Normal Schools are performing their work with their usual efficiency and success. The Principals in all these Schools are men of tried experience, sound judgment, and possessed of excellent qualifications for their work. Their many years of success, and the large numbers of excellent Teachers they have prepared for service, are their best testimonials. The number of pupils in attendance the past, has been somewhat smaller than the previous year; but the reduction has been owing, chiefly, to the departure of young men to the war. Three quarters of the whole number of young men in the Normal School at Westfield, during the year, are now in the army. Nearly the same proportion are absent from the Bridgewater School, also for the same reason.”

The Secretary of the Board remarks :

“ The fact that our Public Schools number over four thousand five hundred, and are giving employment to more than seven thousand Teachers, while the Normal Schools are supplying little more than one hundred annually, is conclusive against any reduction of their number or of their force, and furnishes abundant reason for a more liberal bestowal of means upon them, to the end that with enlarged facilities, higher and broader courses of study and mental training, they may supply Teachers in greater numbers and of a higher grade, to meet the constantly growing wants of the Commonwealth.”

The State Normal School of New York was established at Albany in eighteen hundred and forty-four, as an experiment, for five years, and it has proved so successful that the policy of sustaining it has never been questioned. The total number of students who have been in attendance since it was established is three thousand eight hundred and fifty-four, of whom one thousand three hundred and thirteen have graduated. The whole number in attendance during the year eighteen hundred and sixty-two was two hundred and ninety-three. Connected with the School is an Experimental or Model School, in which the pupil-Teachers of the Normal School give instruction. A Model Primary School, for the purpose of illustrating the method of Object Teaching, was established in eighteen hundred and sixty-one. The Normal School building was erected by the State at a cost of twenty-five thousand dollars (\$25,000.)

The Superintendent of Public Instruction, Hon. Victor M. Rice, says, in his last report, eighteen hundred and sixty-three :

“ The graduates and undergraduates are represented by local School officers to be doing valuable service, not only in the Schools in which they are employed, but as zealous workers, imparting their knowledge of the proper modes of instruction to their associates in Teachers' Institutes and Associations, who in turn apply the same to the Schools under their charge, and thus the influence of this School is diffused.

“ Wherever institutions of this character have been established and fairly supported, their fruits are too apparent and useful to need commendation; and it is suggested to the Legislature that other Normal Schools might be established in localities whose public-spirited inhabitants would furnish, at their own expense, the necessary sites and buildings; and that however efficient one such School may be, it could not have been expected to meet the demands of a State which requires the employment annually of more than twenty thousand Teachers.”

The State Normal School of Connecticut, located at New Britain, was established in eighteen hundred and fifty, and has graduated, up to the present time, one hundred and sixty-eight Teachers. It has a Model School connected with it.

The Rhode Island Normal School, located at Bristol, was established at Providence in eighteen hundred and fifty-four.

The New Jersey State Normal School was organized at Trenton in eighteen hundred and fifty-five, sustained by an annual appropriation of ten thousand dollars (\$10,000.) It has a Model School Department, and, connected with it, the Farnum Preparatory School at Beverly, founded by the late Paul Farnum, who erected the buildings at a cost of thirty thousand dollars, (\$30,000,) and endowed it with twenty thousand dollars (\$20,000) more. The total number of graduates, up to January, eighteen hundred and sixty-two, was one hundred and fifty-eight, of whom one hundred and fifteen were teaching at that time. During the year eighteen hundred and sixty-two a department for military instruction was added to the School. A special department for Object Teaching was organized in eighteen hundred and sixty-one.

The Legislature of Pennsylvania, in eighteen hundred and fifty-seven, passed a law dividing the State into twelve Normal School Districts, and provision was made for establishing, by private subscription, a Normal School in each. The Schools established at Millersville and Edenboro receive an annual State appropriation of five thousand dollars (\$5,000.) The cost of building, grounds, etc., of the School at Millersville, was sixty thousand dollars, (\$60,000,) and the annual expense is fifteen thousand dollars (\$15,000.) The number of pupils in eighteen hundred and sixty-one was two hundred, educated at a cost of one hundred and forty-six dollars (\$146) per annum.

The Girls' High School in Philadelphia has connected with it a Normal Department and a School of practice for pupil-Teachers.

Ohio has no State institution, but has two Normal Schools, well endowed by private munificence.

The Michigan State Normal School, of Ypsilanti, founded in eighteen hundred and fifty-two, numbering three hundred students, has an experimental department, and is conducted at an annual expense of eleven thousand dollars (\$11,000.)

In Iowa, the Normal School is a department of the State University, at Iowa City.

The State Normal School of Minnesota, at Winona, receives an annual appropriation from the State of two thousand dollars (\$2,000,) and is held in a building erected by the State at a cost of five thousand dollars (\$5,000.)

The State Normal University of Illinois, at Bloomfield, was established in eighteen hundred and fifty-seven. The building is the very finest of the kind in the United States, and was erected at a cost, including fixtures, of one hundred and eighty-two thousand dollars (\$182,000.) More than six hundred pupils have been connected with the School since its organization. The number of pupils in eighteen hundred and sixty-two was one hundred and thirty-eight in the Normal School, one hundred and nine in High and Grammar Department of Model, forty-four in Intermediate and Primary, making a total of two hundred and ninety-one.

Richard Edwards, the Principal, at the close of his able report, says :

"These are pre-eminently Schools of the people. To maintain a Normal School at the expense of the State, is to use a portion of the public

funds for the direct benefit of every citizen. The Teachers whom it educates are to go forth into the remotest and most secluded School districts. Every poor man who has a child to educate is, by the influence of such a School, to see that child raised more nearly to an equality, in culture and intelligence, with that of his wealthy neighbor. Its natural effect is, by improving the qualifications of Public School Teachers, to make these Schools as good as the best, and thus to place within the reach of the poorest child as thorough and useful an education as the wealthiest can purchase for money."

When other States find Normal Schools an indispensable part of the Common School system, shall California fail to sustain one?

The State has built a Reform School Building at a cost of seventy-five thousand dollars (\$75,000); ought she to hesitate about the appropriation of eight thousand dollars (\$8,000) for reforming methods of instruction and economizing labor in the School-rooms? Shall a hundred thousand dollars (\$100,000) be expended for erecting buildings for educating fifty or sixty Deaf, Dumb, and Blind, and nothing be appropriated for providing Teachers to train thousands of children in the full use of all their faculties?

If we turn to the old world, we find Normal Schools held in still higher repute than in our own country. Prussia has five hundred of them; Germany and France are full of them, and in most of the National Schools of Europe normal training is an indispensable requisite for a Teacher.

"On reviewing a period of six weeks," says Horace Mann, "the greater part of which I spent in visiting Schools in the north and middle of Prussia and Saxony, (except, of course, the time occupied in going from place to place,) entering the Schools to hear the first recitation in the morning, and remaining until the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt:

"*First*—During all this time I never saw a Teacher hearing a lesson of any kind (excepting a reading or spelling lesson) with a book in his hand.

"*Second*—I never saw a Teacher sitting while hearing a recitation.

"*Third*—Though I saw hundreds of Schools, and thousands—I think I may say, within bounds, tens of thousands of pupils—I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been punished, or from fear of being punished.

"During the above period I witnessed exercises in geography, ancient and modern, in the German language—from the explanation of the simplest words up to *belles-lettres* disquisitions, with rules for speaking and writing; in arithmetic, algebra, geometry, surveying, and trigonometry; in bookkeeping; in civil history, ancient and modern; in natural philosophy; in botany, and zoology; in mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world, and of society; in Bible history and Bible knowledge; and, as I before said, in no one of these cases did I see a Teacher with a book in his hand. His book—his books—his library—was in his head. Promptly—without pause, without hesitation—from the rich resources of his own mind, he brought forth whatever the occasion demanded.

"I have said that I saw no Teacher *sitting* in his School. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all.

"To the above I may add that I found all the Teachers whom I visited alive to the subject of improvement. They had libraries of the standard works on education—works of which there are such great numbers in the German language. Every new book of any promise was eagerly sought after, and I uniformly found the educational periodicals of the day upon the tables of the Teachers.

"The extensive range and high grade of instruction which so many of the German youth are enjoying, and these noble qualifications on the part of the instructors, are the natural and legitimate result of their Seminaries for Teachers. Without the latter the former never could have been, any more than an effect without its cause."

"Wherever Normal Schools have been established," says Hon. Edgerton Ryerson, Chief Superintendent of Public Instruction of Upper Canada, "it has been found thus far that the demand for regularly trained Teachers has exceeded the supply which the Normal Schools have been able to provide. It is so in the United States; it is so, up to the present time, in France; it is most pressingly and painfully so in England, Ireland, and Scotland. I was told by the Head Masters of the great Normal Schools in London, in Dublin, in Glasgow, and in Edinburgh, that such was the demand for pupils of the Normal Schools as Teachers, that in many instances they found it impossible to retain them in the Normal School during the prescribed course—even when it was limited to a year."

The distinguished M. Guizot, repeatedly Minister of Public Instruction in France, when introducing the law of primary instruction to the Chamber of French Deputies, in eighteen hundred and thirty-three, said :

"All the provisions hitherto described, *would be of none effect*, if we took no pains to procure for the Public School thus constituted, an able Master, and worthy of the high vocation of instructing the people. It cannot be too often repeated, that *it is the Master who makes the School*. What a well assorted union of qualities is required to constitute a good Master. A good Master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in an humble sphere, and yet have a noble and elevated spirit, that he may preserve that dignity of mind and of deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; for, inferior though he be, in station, to many individuals in the *Communes*, he ought to be the obsequious servant to none; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him the power of doing good; and who has made up his mind to live and to die in the service of Primary Instruction, which to him is the service of God and *his fellow creatures*. To rear up Masters approaching to such a model,

is a difficult task, and yet *we must succeed in it, or we have done nothing for elementary instruction.*"

When the experience of other nations and other States proves the necessity of Normal Schools, supported by the State; when the testimony of all distinguished educators goes to prove the advantages resulting from them, there can be no question about the course California ought to pursue. After travelling extensively through the State, I am more strongly than ever convinced of the need of sending out Normal School Teachers as missionaries to all parts of the State. It avails little how much money may be raised for School purposes, or however perfectly the Department of Instruction may be organized, if the incubus of a corps of untrained, undisciplined, incompetent Teachers rests like a nightmare on the Schools. The public money will be wasted, and the children will grow up half-trained and half-taught. I must be allowed again, in the strongest terms, to urge upon the Legislature a liberal appropriation for the support of the State Normal School.

THE CALIFORNIA TEACHER.

Not the least among the beneficial results of the State Institute, was the birth of a State Educational Journal as the professional organ of the Teachers of the State, and the official organ of the State Superintendent.

The subject was taken up with the characteristic earnestness of the Teachers of California, and the journal became at once an established fact. Three hundred dollars (\$300) in ten dollar (\$10) subscriptions was pledged as a reserve fund, and three hundred one dollar (\$1) subscriptions were taken by members of the Institute.

The journal was placed in the hands of a Board of Resident Editors, consisting of Professor Swezy, George Tait, and the Superintendent of Public Instruction. The first number was issued on the first of July, eighteen hundred and sixty-three, printed by Towne & Bacon, in neat octavo, twenty-four pages. Thus far it has compared favorably with Eastern educational journals. It is furnished at the low price of one dollar (\$1) per annum. The subscription list at present numbers six hundred and fifty.

The annual expense of the *Teacher*, in its present form, will be from twelve hundred dollars (\$1,200) to fourteen hundred dollars (\$1,400.) Advertisements to the amount of six hundred dollars (\$600) have been secured through the liberality of H. H. Bancroft & Co., of San Francisco, and of Eastern publishing houses, thus placing the journal on a cash basis during the first year. The beneficent results of such a journal cannot well be overestimated. It should be in the hands of every Teacher in the State. Any Teacher who has not professional pride enough to aid in sustaining such a publication, ought to have his certificate annulled at once.

The salary of quite a number of the County Superintendents, I am sorry to state, is so low that they have not been able, as yet, to pay the trifling subscription of *one dollar* (\$1) a year for a single copy of the *Teacher*.

And not only should the *Teacher* be taken by County Superintendents and Teachers, it ought be read by every School Trustee in the State.

But School Trustees receive no pay for their services. They assume the duties of the office as an onerous and thankless task, and, therefore, they can hardly be expected to take an educational journal at their own expense. The School Trustees are really the most important executive officers of the School Department. They assess district taxes, build School-houses, supply furniture, engage Teachers, and fix the rate of Teachers' wages. Now that Trustees are elected for the term of three years, *they must be educated to a higher standard of official duty. The State should furnish a copy of the "Teacher" to each Board of District School Trustees*—not for the purpose of aiding the journal, for that is self-supporting, but to furnish information on educational topics, and to afford a convenient and regular medium of communication between the Department of Public Instruction and School officers. I therefore recommend to the Legislature that the Superintendent of Public Instruction be authorized to subscribe for one thousand copies of the *California Teacher* for the use of School Trustees, and that the sum of one thousand dollars be appropriated for that purpose. It will be a measure of economy on the part of the State. At present, when any special instructions are to be communicated to School officers, it must be done by a special circular. Two such circulars were issued by the Superintendent during the last year, at a cost, including expressage, little less than the amount above named. Both of these circulars might have been communicated in the journal, could it have been placed in the hands of all School officers.

At present, one of the heaviest duties of the Superintendent is the correspondence of the Department. The letters to be answered number from fifty to sixty a week. Many of these relate to the interpretation of the School law, and one answer published in the journal would suffice for all. Other letters ask advice in relation to official duties, and a single paragraph in the journal would answer fifty letters. The work in the office of Superintendent of Public Instruction is rapidly accumulating every year, and as a means of relieving the already burdensome labors of the department, I most earnestly urge this subject upon the consideration of the Legislature.

The State Superintendent should also have discretionary power to supply copies to indigent Teachers, who are too poor, or who think themselves so, to save two cents a week out of their salaries for taking an educational journal. A few hundred copies distributed in this way might galvanize into life some of the dead Teachers who cumber the School-rooms.

Other States have pursued this course for many years. In the report of the Superintendent of Wisconsin, eighteen hundred and sixty, the Superintendent says:

"In accordance with section one hundred and two of chapter twenty-three, Revised Statutes, amended by chapter two hundred and three of general laws of eighteen hundred and fifty-nine, I subscribed July first, eighteen hundred and sixty, for five thousand two hundred copies of the *Journal of Education*. The expense of the *Journal* to each district is sixty-five cents per annum, postage prepaid. The *Journal* is made the organ of the Superintendent of Public Instruction, and is to him a very valuable means of correspondence with the several School officers. Through the *Journal* there has been saved to the School Fund during the year eighteen hundred and sixty, a sum larger than its cost to the

State. The expenses for printing for this department may be very much diminished by means of this periodical. Besides the official character of the *Journal*, it contains very valuable reading matter of general benefit to our Schools. I deemed it best to publish all the amendments to the School law, passed at the last session of the Legislature, in the *Journal of Education*, instead of in a separate circular, because by so doing they would reach all School officers more speedily and surely, and with no extra charge upon the Fund. A large part of the instructions from this department may be most readily and cheaply communicated through the *Journal*."

Hon. J. M. Gregory, Superintendent of Public Instruction of Michigan, thus sets forth the advantages of the *Michigan Journal of Education* to that State :

"This periodical has continued to be sent to the District Directors during the year, at an expense of sixty cents for each district. A large amount of official matter has been published in its pages, and has reached the School officers much more certainly and cheaply than it would have done if issued in separate circulars. Some failures in the regular circulation and receipt by the Directors have unavoidably occurred among so large a number, but these failures bear no comparison to those that would have occurred in sending the same number of circulars to the districts by mail. The district officers have come to look regularly for the *Journal*, and much interest is manifested in it by all those who feel any interest in their duties as School officers, and the multiplied letters of School Directors asking answers to be sent through it, evidence a steady increase of interest in its receipt.

"The correspondence through its pages, of the Superintendent with the School officers, has proved a great relief to the Department, while it is believed to have been of great use to the Public School interests. The circulars sent through it, if sent in separate form, would, with the postage, have cost the State one third of the entire expense of sending the *Journal*, and if the cost of other valuable official matter sent out be added, the amount would swell to full one half of the entire State subscription. The amount for each district is so small, and the convenience to the Department, in having a means of constant and ready communication with the twelve thousand district officers, is so useful and important, that the Superintendent would earnestly deprecate any repeal of the provision for this public service.

"It should, perhaps, be remarked that the *Journal* is the property of the State Teachers' Association. It was edited the past year gratuitously, by several prominent Educators, and the entire net proceeds went into the Treasury of the Association to be paid out again for lectures and publications promotive of the educational interests of the State."

The State Superintendent of Indiana, Hon. S. L. Rugg, says :

"I think great assistance can be rendered the Superintendent and other School officers by authorizing him to negotiate and bring about an arrangement with the publisher of the *School Journal*, or some similar periodical publication, by which it should become an official medium of communication for the Department, or between the Superintendent and

subordinate School officers, and an assistant in developing the system and in its administration, and in diffusing throughout all its ramifications increased uniformity, life, and vigor. The saving which would have doubtless resulted to the people of the State within the last two years by the employment of such an agency, in the single item of text books, would have been many times over what it would cost to bring such an agency into use; yet that is as a drop in the bucket compared with the many savings and improvements which would be accomplished by its reasonable employment."

The State Superintendent of Ohio says:

"All these questions of moral and social interest and educational importance have been discussed and urged in the *Ohio Journal of Education*, which, begun in eighteen hundred and fifty-two, has been since published, under the auspices of the association, every month. Since eighteen hundred and fifty-three, it has issued regularly the most important opinions on the School Law made by the State Commissioner; and it has communicated to Teachers and School officers all circulars that the Commissioners have desired to be thus communicated. It has contributed, in no small degree, to the understanding and proper working of the School Law, and to the securing of returns to the State Department from local officers. It might very decidedly promote these ends, were it put into the hands of every Township Clerk in the State. A law authorizing its distribution to such School officers, would not require a larger expenditure than is now required in nearly every one of the State Departments, for printing of and postage on circulars, which give directions and explanations to county or other local officers. The Commissioner could directly communicate through its columns with every School District in the State. This distribution of the *Journal* would be useful in the administration of the School Law; it would promote knowledge of educational wants, and of the most approved methods and instrumentalities for meeting those wants; and it would assist in relieving pecuniary embarrassments growing out of expenses necessarily incurred by the Teachers' Association, in the furtherance of those objects previously enumerated, to which the present forward condition of public education in Ohio is in a great measure due. The Teachers of Ohio have made more active exertions and more personal sacrifice for the general advancement of public education, than have the Teachers of any other State in the Union, as a body.

"The law now recommended would be a recognition of their services. The sending of a *Journal of Education*, published under the auspices of their State Association, the sending of communications between the State Commissioner and local School officers, a measure that has been found to work advantageously in other States, would be not only a proper acknowledgement of past services, but it would prove an incentive to future good works. It is therefore commended to your thoughtful consideration."

Hon. V. M. Rice, Superintendent of New York, says in his able report of eighteen hundred and sixty-three:

"Heretofore the Legislature has, from year to year, manifested its appreciation of the value of the *New York Teacher*, by authorizing the Superintendent of Public Instruction to subscribe for copies of the

Teacher, and to cause them to be distributed by the School Commissioners among inexperienced Teachers in the several counties; and it is believed that the money expended in thus co-operating with those who, without reward, are zealously and effectually laboring for the public good, has been wisely invested, and that the subscription should be continued."

The *California Teacher* is destined to become one of the educational forces of the State. It is no financial scheme to enrich any man or any class of men. It is purely an educational journal, and is devoted to no class or party in Church or State, except to the great Free School Party, and to all who are as true as steel to the Union and the Constitution. Its Resident Editors give their time and labor; the numbers are mailed in the office of the State Superintendent; no expense whatever attends it, except the cost of paper and printing; and it is furnished at the lowest cash price. Whether the State avails itself of the advantages offered or not, the *Teacher* will be sustained. But I feel that the great want of the State is educational reading among Teachers and School officers. If we are to have a system of Public Schools, let us make them efficient. If a Department of Public Instruction is to be maintained, it should have means to work with, else it were better abolished. Schools do not spring up spontaneously; and it is the part of wise legislators to anticipate and direct public opinion. I venture the assertion that the circulation of one thousand copies of the *Teacher* during the next year, would awaken an interest which would build a score of new School-houses, assess fifty district taxes, secure a hundred first class Teachers good positions with fair salaries, drive as many incompetent out of the occupation, secure prompt and correct returns from Trustees, enable some County Superintendents to make out an annual report which should not contain more errors than correct additions, elevate the character, and increase the usefulness of the Public Schools.

DISTRICT SCHOOL LIBRARIES.

Next to the assessment and collection of a State School tax, the most important measure to be urged in behalf of the Public Schools is a liberal provision for Public School Libraries. The influence of well selected books in a School is second only to that of the Teacher; and in many instances the information self-gleaned by the pupils is the most valuable part of a Common School education.

A Teacher may fail in the discharge of his duty; but the golden grains of thought gleaned from good books, will spring up in the youthful minds and yield their fruit, "some sixty and an hundred fold," just as certainly as the fertile soil of our beautiful valleys rewards the toil of the husbandman with a bountiful harvest.

The great object and aim of the Public School should be to give children a thirst for information, a taste for reading; to make them *alive* to knowledge; to set them out on the path of self-education through life. Why teach them to read at all, if books be not afterwards furnished for them to read?

The Public School in Marysville, under the instruction of Mr. D. C.

Stone, well known as one of the ablest educators in the State, claims the honor of having the largest and finest School Library in California. It numbers more than one thousand volumes, valued at one thousand dollars (\$1,000), and was purchased almost entirely by the pupils themselves, into whom their Teacher had infused his own earnest spirit. Mr. Stone has reason to be proud of the honor of establishing the first, best, and largest Public School Library in this State; and Marysville may well be proud of having for many years secured the services of a *man alive*.

The little town of Knight's Ferry, in Stanislaus County, has a Library of eight hundred volumes, the result of hard labor on the part of Mr. T. W. J. Holbrook, who carries in his pocket a State Educational Diploma. I specify these instances because they are honorable exceptions to the general apathy and indifference which have prevailed both among the Teachers and the people.

San Francisco, with eight thousand children enrolled on her School registers, returns seven hundred and fifty volumes in School Libraries, or one book to every eleven children.

It may well be a matter of surprise that our Public Schools have reached their present degree of advancement, and have utterly neglected this most essential feature of the American system of Public Schools. In many of the States, libraries have been almost co-existent with Free Schools.

The absolute necessity of School Libraries, in this age of books and newspapers, is so self-evident to any thoughtful man of ordinary intelligence and common sense, I hardly deem it necessary to go into any argument to prove it.

Not many years ago, in one of the obscure towns of Massachusetts, there lived a farmer's boy who "went to a Common School" in the winter, and worked on the farm in summer. The books of a little Town Library fell into his hands; he devoured them, and hungered for more. He grew to be a man, and was acknowledged by all to be the most distinguished American educator of his time. Every Public School in our country is a debtor to HORACE MANN. He thus graphically sums up the advantage of a School Library:

"Now no one thing will contribute more to intelligent reading in our Schools than a well selected library; and, through intelligence, the library will also contribute to rhetorical ease, grace, and expressiveness. Wake up a child to a consciousness of power and beauty, and you might as easily confine Hercules to a distaff, or bind Apollo to a tread-mill, as to confine his spirit within the mechanical round of a School-room where such mechanism still exists. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverance of Franklin, and he will think differently and act differently all the days of his remaining life. Let boys or girls of sixteen years of age read an intelligible and popular treatise on astronomy and geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine—a thing of cranks and pipes—to say nothing of the pleasures and the utility it will realize."

The action of other States affords the best basis of an argument in

favor of School Libraries. The Empire State, with her nine hundred thousand School children, appropriating last year four millions four hundred and sixty-eight thousand dollars (\$4,468,000) for School purposes, heads the list, for she has one million three hundred and twenty-six thousand volumes in her Public School Libraries.

New York was the pioneer in this noble enterprise. Governor Clinton, in eighteen hundred and twenty-seven, recommended a small collection of books and maps to be attached to Common Schools. Upon Governor Marcy's recommendation, in eighteen hundred and thirty-eight, a portion of the United States Deposit Fund was appropriated to each district which should raise by tax an equal amount. The State set apart fifty-five thousand dollars (\$55,000) a year, and the districts an equal amount, making one hundred and ten thousand dollars (\$110,000) annually.

"New York has the proud honor," says Hon. Henry S. Randall, in a report on the subject in eighteen hundred and forty-four, "of being the first Government in the world which has established a free library system, adequate to the wants of her whole population. It extends its benefits equally to all conditions, and in all local situations. It not only gives profitable employment to the man of leisure, but it passes the threshold of the laborer, offering him amusement and instruction, after his daily toil is over, without increasing his fatigues, or subtracting from his earnings. It is an interesting reflection, that there is no portion of our territory so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him with the good and wise of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilization. This philanthropic and admirably conceived measure may justly be regarded as, next to the institution of Common Schools, the most important of that series of causes, which will give its distinctive character to our civilization as a people."

In eighteen hundred and forty-one, Governor Seward, after observing that almost every district in the State was then in possession of a library, remarked in his message :

"Henceforth, no citizen who shall have improved the advantages offered by our Common Schools and District Libraries, will be without some scientific knowledge of the earth, its physical condition, and its phenomena; the animals that inhabit it, the vegetables that clothe it with verdure, and the minerals under its surface; the physiology and intellectual powers of man; the laws of mechanics, and their practical uses; those of chemistry, and their application to the Arts; the principles of moral and political economy; the history of nations, and especially that of our country; the progress and triumph of the democratic principle in governments on this continent, and the prospects of its ascendancy throughout the world; the trials and faith, valor and constancy of our ancestors; with all the inspiring examples of benevolence, virtue, and patriotism, exhibited in the lives of the benefactors of mankind. The fruits of this enlightened enterprise are chiefly to be gathered by our successors. But the present generation will not be altogether unrewarded. Although many of our citizens may pass the District Library heedless of the treasures it contains, the unpretending

volumes will find their way to the fireside, diffusing knowledge, increasing domestic happiness, and promoting public virtue."

Governor Wright, in his message of eighteen hundred and forty-five, referring to the disposition of the public funds for the purchase of libraries and other purposes of popular education, remarked:

"No public Fund of the State is so unpretending, yet so all-pervading—so little seen, yet so universally felt—so mild in its exactions, yet so bountiful in its benefits—so little feared or courted, and yet so powerful, as this Fund for the support of Common Schools. The other Funds act upon the secular interests of society, its business, its pleasures, its pride, its passions, its vices, its misfortunes. *This* acts upon its mind and its morals. Education is to free institutions what bread is to human life—the staff of their existence. The office of this Fund is to open and warm the soil, and sow the seed from which this element of freedom must grow and ripen into maturity; and the health or sickness of the growth will measure the extent and security of our liberties."

New York, with all her immense accumulation of books, expended last year thirty-three thousand dollars (\$33,000) in purchasing additional volumes.

When Horace Mann became Secretary of the Board of Education in Massachusetts, he devoted all his untiring energy to the purpose of establishing a School Library in every town. In eighteen hundred and forty-two a legislative grant of fifteen dollars (\$15) was made to each district, on condition of raising an equal amount for that purpose. In the course of three years about two thirds of the districts availed themselves of the law, and sixty thousand dollars (\$60,000) was appropriated for that purpose.

In Connecticut, the State grants to any district commencing for the first time a library, ten dollars, (\$10,) on condition of the raising an equal amount by the district, and five dollars (\$5) for each subsequent year, on the same conditions.

The little State of New Hampshire, where a little white headed boy named Horace Greeley used to steal away from the schoolboys and lunch on a borrowed book, has fifty-eight thousand volumes in her Public School Libraries.

Pennsylvania has done little or nothing by way of State aid. The rebel States, of course, never did anything—it would have been difficult to select a suitable series.

The great Western States carried out the plan to the fullest extent. Michigan set the example, adopting first the district and afterwards the township system. She has one hundred and sixty-one thousand volumes in township libraries.

Ohio, in eighteen hundred and fifty-three, imposed one tenth of a mill State tax on the State valuation, to be annually appropriated for the specific purpose of School Libraries, the State School Commissioner being charged with the duty of selecting the books. The tax amounted to eighty thousand dollars (\$80,000) a year, and in eighteen hundred and fifty-four, eighteen hundred and fifty-five, and eighteen hundred and fifty-six, the total value of books distributed amounted to two hundred and two thousand dollars, (\$202,000.) She now has seven thousand two hundred and sixty-five libraries, containing three hundred and forty-three thousand volumes.

Indiana, in eighteen hundred and fifty-four, assessed a State tax of one fourth of a mill on the dollar for purchasing Township School Libraries, and the State Board of Education was charged with the duty of selecting the books and contracting for them. This was continued two years, and yielded two hundred and sixty thousand dollars, (\$260,000,) which purchased three hundred and fifty thousand volumes.

The total amount of money expended during the year, in California, for School Libraries, was five hundred and fourteen dollars and seventy-five cents, (\$514 75,) being about seventy-five cents per district, or one cent and four mills for each child enrolled in the Public Schools. The total value of all the School Libraries in the State is three thousand six hundred dollars, (\$3,600,) of which amount San Francisco and Marysville represent two thousand dollars, (\$2,000.)

The only library in the office of the Superintendent of Public Instruction is about a thousand volumes of Patent Office reports, old Readers, older Spellers, countless variations of Lindley Murray's Grammar, useless arithmetics and geographies, nondescript text books long out of print—all being the donations of liberal book publishers, who furnished them free of expense. The best disposition which could be made of them would be to use them for fuel; but as the law requires each Superintendent to "turn over" all "State property" to his successor in office, they will be handed down to posterity like the President's chair at Harvard, so graphically described by Oliver Wendell Holmes.

All the reasons for establishing School Libraries in older States may be urged here with peculiar force. Families coming to this State, in their toilsome journey across the Plains, or in the crowded passage by steamer, brought little with them except their children and their hopes for the future. Books accumulated during many years were left behind, and they have never been replaced. Consequently, throughout the State there is a dearth of good books in thousands of families which once were well provided with them. The children are growing up without a taste for reading, and with little to read. It would be a wise economy for the State to aid in supplying the want.

I, therefore, recommend that if a State School tax be assessed, as it undoubtedly will be, that five per cent of the amount be reserved as a Library Fund, and that twenty-five dollars (\$25) be donated to each district that raises by subscription an equal amount. It would be more economical for the State to purchase books suitable for School Libraries, and donate them to the value of twenty-five dollars, (\$25,) instead of money. The selection and purchase of books might be referred to the State Board of Education, in connection with the State Librarian.

SCHOOL-HOUSES AND SCHOOL ARCHITECTURE.

The total valuation of School-houses and furniture is returned at five hundred and forty-eight thousand dollars (\$548,000); San Francisco claiming one half the amount. Leaving out San Francisco, the average value of the School-houses and their furniture is less than four hundred and fifty dollars (\$450) each.

There are thirty-one brick houses, six hundred and forty-seven of wood, six adobe, and a few nondescript.

Under the heading, "Number of School-houses which disgrace the State," only *one hundred and forty-nine* are returned !

The *furniture* of many of the School-houses is only a small item in their valuation, consisting, in many of the rural districts, principally of rickety seats, one battered tin drinking cup, a water bucket, and a broken broom.

The total amount expended for sites, buildings, repairs, and School-furniture, was ninety-four thousand dollars, (\$94,000,) of which San Francisco expended forty-five thousand dollars, (\$45,000,) and the rest of the State an average amount of eighty dollars (\$80) per district.

The City of Boston last year expended two hundred and thirty thousand dollars (\$230,000) for building School-houses.

A somewhat extended travelling tour through various parts of the State afforded me a good opportunity of "estimating the value" of many of the School-houses, and of appreciating fully their architectural beauty.

Language would utterly fail me were I to attempt a description of these redwood libels on Public Schools; these uncouth *squatters* by the dusty roadsides; these unpainted, unfenced, unfurnished, unfinished, almost uninhabitable hovels—compared with which, a miner's cabin in "'49" would be eminently respectable in appearance.

It has been said that a School-house is an index of the civilization of a community. If the character of the house indicates the degree, the civilization of some sections of the State is considerably below zero.

In a new State like ours it is not to be expected that either costly or elegant School-houses will be erected, except in a few cities, for many years to come. But in many parts of the State, in towns and villages where costly private residences are numerous, where large and commodious churches are built for every denomination, where Court-houses and Jails are imposing edifices, it might reasonably be expected that something better than a shanty should be found at the place where the children go to School.

In travelling through several of the largest, most fertile, most prosperous, most wealthy agricultural counties in the State, I do not remember having seen a School-house with an inclosed yard, or one surrounded by shade trees, or ornamented with a single shrub or flower. Many of these substitutes for School-houses were so wretched that no intelligent farmer would think them fit for housing his prize pigs or blooded stock. The stables of the wealthy ranchmen in the vicinity were elegant edifices in comparison.

The School-houses are behind the civilization of the communities in all other respects. They were mostly built by subscription, and stand by the wayside, like tattered beggars, imploring charitable donations. In many districts, where the assessable property amounts to half a million dollars, a tax for building a good house would hardly be felt. Until the principle of district taxation for building School-houses is more fully recognized, the "number of School-houses which disgrace the State" will not be materially lessened.

Very little attention seems to have been given to School architecture in places where houses have been built at some considerable expense. The general style is that of a wooden box, as utterly destitute of ornament as a New England barn. Frequently the same amount of money would have erected a neat, tasteful house, had some suitable plan been furnished to the Trustees. The School desks are often of the most barbarous descriptions—yet they cost just as much as neat and comfort-

able seats. Instead of a light Teacher's table, most of the country School-rooms are disfigured by huge Teacher's boxes, resembling very much the old fashioned pulpits of half a century ago.

It would be a most judicious expenditure of money for the Legislature to authorize the State Superintendent to purchase two hundred copies of either Barnard's or Johonnott's School Architecture, for distribution in the districts where the erection of a School-house is contemplated. I am weekly in the receipt of letters asking for plans of School-houses, which it is utterly impossible for me to send.

I quote from "Johonnott's Country School-Houses" a few remarks which are very applicable to the

"FAULTS OF OUR PRESENT SCHOOL-HOUSES.

"The past few years have witnessed a great change in public opinion with regard to the construction of School-houses. Many of the worst features of the past age have been, in some measure, remedied; but there is still much to be accomplished in this respect. In most parts of the country, School-houses are still deficient in the following respects:

"*First*—They are the most unsightly buildings in the district. A traveller, passing through a section of country, can generally distinguish the School-house by these characteristics. It is situated in a forlorn and lonely place. It exhibits every mark of neglect and dilapidation. It is entirely exposed to the depredations of stray cattle and unruly boys, by being situated in the street, and not protected by a fence. It is unpainted, and nearly half unglazed. Its style is nondescript, being too small for a barn, too deficient in the elements of just proportion for a dwelling, too lonely and too much neglected for the out-building of a farm, and, in short, too repulsive in all respects, and exhibiting too many marks of the most parsimonious economy, to be anything but a School-house.

"*Second*—They are not large enough to accommodate the pupils that attend the School. The room is so confined that the scholars are forced into uncomfortable and inconvenient proximity to each other. Their work is interrupted, and their personal rights violated. The young, the weak, and the innocent, are forced into the immediate atmosphere of coarseness and impurity, without a possibility of counteracting influences. Again, the ceilings are so low that there is a very inadequate supply of fresh air, and, as a consequence of all this, unavoidable damage is incurred by both body and soul. Proper discipline, in such Schools, becomes a matter of impossibility, as the inexorable laws of Nature oppose and render nugatory the Teacher's work.

"*Third*—No proper means of ventilation are provided. The quantity of air, limited at first, shortly becomes impure, and there are no means of changing it. A poisoning process then commences, the virulence of which is just in proportion to the tightness of the room. A badly built or dilapidated School-house here becomes a positive blessing, by preventing the exclusion of pure air from without. Besides the injury to health, this vitiated atmosphere actually obviates, by its stupifying action on the brain, the purposes of the School.

"*Fourth*—The buildings are miserably put together. The foundations are so poorly laid that they soon tumble, and the superstructures are racked to pieces, or stand askew. The frames and finish are of the cheapest kind, and soon the winds find their way through them in every direction.

The desks and benches are ingeniously inconvenient and uncomfortable, producing pains and aches innumerable. Most people of the present generation have a vivid and painful recollection of the seats of our old School-houses, without backs, and often too high to permit the feet to touch the floor. The suffering and weariness so produced were almost equal to the punishment of exposure at the pillory, or confinement in the stocks, bestowed in olden times upon criminals. The whole construction of the building, both external and internal, was such that it merited and received no repair, and soon lapsed into a mass of ruins.

*"Fifth—*Yards or play-grounds for the children are scarcely ever provided. Even in country places where land is very cheap, the School-house is frequently—and in the older States, *most* frequently—placed directly in the street, generally at a corner where two roads meet. Not one inch of ground is set apart for the use of the pupils. There is no place for recreation or privacy, but all is exposed to the public eye. The street is the only play-ground, and filth, within doors and without, is the consequence. With such an arrangement, it is impossible to inculcate those lessons of neatness and refinement which are among the most important objects of education.

*"Sixth—*A majority of School-houses are destitute of the necessary outbuildings. In many cases there is no privy at all; and in many others there is but one for a large School of both sexes. A man in a Christian land who would erect a house for his home without a privy, would be considered worse than a heathen; yet this is often done in the country School Districts, although in a School both sexes are brought together without the constant purifying and restraining influences which belong to the household. Every feeling of refinement, and even of decency, is outraged by the exposure thus induced, and in some measure the same results ensue from having but one small, exposed privy for a large School.

*"Seventh—*In fine, it is the united testimony of Superintendents, Committees of Investigation, and Boards of School Visitors, that in many places the pupils in School are worse provided for in all things belonging to comfort, convenience, and the cultivation of good manners and morals, than the inmates of our pauper-houses, or the prisoners in our penitentiaries."

There are a few good School-houses in the State. During the last year the little Town of Folsom erected a model School-house, the best adapted to the purpose for which it was designed of any in the State. It is a one story brick house, seventy feet by thirty, designed to accommodate one hundred and twenty children, Primary and Grammar Departments; is neat in its style of architecture, well furnished with good desks, beautifully located, and it cost only three thousand six hundred dollars, (\$3,600.) It is a fitting monument to the untiring labors of an enthusiastic Teacher, and the intelligence and liberality of the citizens of "Granite District."

The Cities of Marysville and Petaluma have well arranged School buildings. San José, Oakland, and Placerville, are badly in want of them. The little Town of Brooklyn is redeeming Alameda County by erecting a good School-house, with some pretensions to taste. Watsonville sets an example worthy of imitation in Santa Cruz County, by voting four thousand dollars (\$4,000) for a School-house. San Francisco is erecting a new brick edifice after the plan of one of the best Boston houses, at a cost of forty-five thousand dollars, (\$45,000,) which will be an architectural ornament to the city, and a model house in its internal arrange-

ments. With this exception, San Francisco has very little to be proud of in the line of School architecture. Many of her School buildings, though costly, have no pretensions to good taste, being disfigured by folding doors, and resembling huge "box-traps," more than modern School-rooms.

At least a hundred new School-houses will be built in this State during the next two years. A little foresight on the part of legislators will secure well arranged, comfortable, capacious houses, ornamental in their style of architecture, without being costly. I repeat the recommendation, that some provision ought to be made whereby the State Superintendent can furnish suitable plans to District School Trustees.

DEAF AND DUMB, AND BLIND.

The whole number of deaf and dumb persons, irrespective of age, in the State, is returned as eighty-one; of whom thirty-two are from San Francisco. The number of blind is returned as eighty-five; of whom twenty-nine are from San Francisco.

In consequence of the heavy pressure of official duties, I have found it impossible to visit the Asylum for these unfortunates, but classes from the institution were in attendance at the State Teachers' Institute, and exhibited a good degree of proficiency. The estimation in which the people of the State hold this Asylum was shown by the overwhelming majority in favor of the Asylum Building Act, appropriating seventy-five thousand dollars (\$75,000.) Will not the same people who cheerfully voted this sum, be willing to raise next year an equal amount to educate *twenty thousand children*, who are growing up in the blindness of ignorance?

MONGOLIAN, INDIAN, AND NEGRO CHILDREN.

The number of Mongolian or Chinese children returned by the School Census, is four hundred and fifty-five; none of whom attend School.

There is a School for Chinese in San Francisco, but it is designed principally for adults.

The number of Negro children returned, is seven hundred and thirty-five; of whom one hundred and sixty-two attend School.

The School Law excludes Negro, Chinese, and Indian children from the Public Schools, but provides for the establishment of separate Schools for them.

The number of Schools for colored children in the State is five, one in each of the following places: San Francisco, Sacramento, Marysville, San Jose, and Stockton.

The number of Indian children is four thousand five hundred and twenty-two; of which number San Diego returns two thousand one hundred.

In the City of Sacramento, by special law, Indian children are ad-

mitted into the Public Schools with white children; but with this exception, no provision has been made for their education.

The State of New York has thirteen Schools for Indian children, and expended on them last year four thousand dollars (\$4,000.)

The State Superintendent speaks of them in his last report as follows :

“Chapter LXXI of the laws of eighteen hundred and fifty-six, enacts ‘that the Superintendent of Public Instruction shall be charged with providing the means of education for all the Indian children in the State. He shall cause to be ascertained the condition of the various bands in the State in respect to education; he shall establish Schools in such places, and of such character and description, as he shall deem necessary; he shall employ Superintendents for such Schools, and shall, with the concurrence of the Controller and Secretary of State, cause to be erected, where necessary, convenient buildings for their accommodation.’

“Until the passage of this Act, only feeble and fitful attempts had been made to educate the Indian children and youth in this State. Since then, either new School-houses have been built, or old ones have been repaired, on every one of the Reservations; Schools have been taught in them by competent Teachers, text books have been furnished, and the attendance and progress of the Indian children have been far better than had been anticipated by those who sought by such means to aid in their civilization.”

The Superintendent of Indian Schools, E. M. Petit, says :

“In places where Schools have been longest in progress, there is better attendance and more decided improvement, not only in the advancement in education and knowledge of the English language by the pupils in the Schools, but the people generally are becoming better informed as to current events and everything that appertains to their welfare, social comfort, and civilization; many of them take regularly weekly and daily papers, magazines, etc., and are well posted in relation to the affairs of the country. A large number of them have enlisted in the army, and fight as bravely as other men to put down the rebellion, inspired by motives—judging by the letters they write to their friends—truly patriotic, based upon an enlightened view of the cause of the rebellion and the importance of putting it down.

STATE AGRICULTURAL SCHOOL.

As the Superintendent of Public Instruction was appointed, by resolution of the Legislature, a member of a Special Committee on this subject, to report at the next legislative session, he cannot, with propriety, present his views in this report.

He takes the liberty, however, of quoting the remarks of the Superintendent of Public Instruction of the State of New York :

“DONATION OF LANDS BY CONGRESS.

“On the second day of July, eighteen hundred and sixty-two, Congress passed an Act entitled ‘an Act donating Public Lands to the several States and Territories which may provide Colleges for the benefit of agriculture and the mechanic arts.’

“This Act apportions to each loyal State thirty thousand acres of land, or its representative equivalent in scrip, in case there are no Public Lands within its boundaries, for each Senator and Representative in Congress to which it is entitled by the apportionment of representation under the census of eighteen hundred and sixty.

“It provides that where there are Public Lands in a State subject to sale at private entry at one dollar and twenty-five cents (\$1 25) per acre, the quantity to which such State may be entitled shall be selected from such lands; but in case the requisite quantity of such lands does not lie within its jurisdiction, the Secretary of the Interior is authorized to issue ‘land scrip to the amount in acres for the deficiency in its distributive share; said scrip to be sold by the State, and the proceeds thereof to be invested in stocks of the United States, or of the States, or some other safe stocks yielding not less than five per-centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, and the interest of which shall be inviolably appropriated to the endowment, support, and maintenance of at least one College, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislature of the State may prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.’

“To this State, the Secretary of the Interior will issue land scrip to the amount in acres of its distributive share; which scrip must be sold, and the proceeds thereof invested in ‘stocks of the United States, or of the States, or some other safe stocks yielding not less than five per centum upon the par value of said stocks.’

“‘If any portion of the fund so invested, or any portion of the interest thereon, shall, by any action or contingency, be diminished or lost, it is required to be replaced by the State, so that the capital of the fund shall remain forever undiminished.’

“A magnificent contribution has thus been proffered for the benefit of education; and it only remains for the Legislature to express by law its acceptance thereof, and to make provision for the reception and sale of the land scrip to which it shall be entitled, and for the safe investment of the capital which will be thus acquired. The time of acceptance on the part of the State is limited to two years from the date of the approval of the Act by the President; but since any State, accepting the provisions of the Act, shall, within five years, provide at least one College in which shall be taught the branches of learning above mentioned, early action is deemed necessary for a certain and proper compliance with this requirement.

“The undersigned is persuaded that true economy and practical wisdom require that this fund shall go to the endowment and support of ONE INSTITUTION. If an attempt shall be made to endow two or more Colleges, the whole income may be comparatively useless. The division of it into two parts will be made the entering wedge for applications for

another and another division, until the whole will be so divided among many, that not any one will be complete in its facilities for instruction. The State has at various times made grants of land and money to Colleges and Academies, till the aggregate sum amounts to millions. It has from time to time given a pittance here and a pittance there; and it is not to be denied that, in numerous instances, the chief result of its bounty has been to enable many of these institutions to prolong a precarious existence, too weak to be of real public utility.

“ With the growing prosperity and accumulating wealth of the country, there arises the demand for a more learned class of intellectual leaders, who, furnished with the means and leisure necessary in the prosecution of philosophic investigation, may be induced to pursue science for the sake of science itself, irrespective at first of any immediate practical benefit; and who, finally, having acted as pioneers in the front of discovery, and as gatherers of the results of the labors of the learned of other countries and of other ages, shall in turn bestow upon the great public the conclusions of their wisdom, and thus contribute a most ample equivalent for the privileges assigned them. We need only direct attention to the Universities of Europe, to show the advantages of a plan which there furnishes such numerous patterns of ripe scholarship and so many examples of successful research in enlarging the boundaries of knowledge. What we need, most emphatically, therefore, is the establishment of ONE INSTITUTION, adequately endowed, offering ample inducements to learned men to become its inmates, and supplied with every attainable facility for instruction in the higher departments of literary and philosophical learning, as well as in the various branches of knowledge pertaining to the industrial and professional pursuits. Its corps of Teachers should be composed of men of vigorous natural endowments and the best culture, and in number sufficient to allow a complete division of labor. When thus appointed, the doors of the institution should be open to all who are prepared to enter; it should be free, so that lads born in poverty and obscurity, who may have shown themselves to be meritorious in the Primary Schools, shall not be excluded.”

CONDITION OF THE SCHOOL FUND.

Under authority of an Act, approved May third, eighteen hundred and fifty-two, providing for the disposal of the five hundred thousand acres of land granted to this State by Act of Congress for the purpose of internal improvements, and reserved by the State Constitution for School purposes, it was made the duty of the State Treasurer to convert the proceeds “into bonds of the Civil Funded Debt of the State, bearing seven per cent interest per annum, and to keep such bonds as a special deposit in his custody, marked ‘School Fund,’ to the credit of said School Fund.”

This provision was never complied with, for payments were made in depreciated scrip, or Controller’s warrants; the scrip paid in was cancelled, and to this extent the School Fund was used by the State to defray the ordinary expenses of government. The State, therefore, owed to the School Fund the sum of four hundred and seventy-five thousand five hundred and twenty dollars, (\$475,520,) derived from the sale

of two hundred and thirty-seven thousand seven hundred and sixty acres of land, sold prior to April twenty-third, eighteen hundred and fifty-eight. The State has always recognized this debt by appropriating annually for School purposes a sum equal to the interest at seven per cent per annum upon the amount of this indebtedness. But the School Department was placed completely at the mercy of the annual General Appropriation Bill, and if no appropriation was made, as was the case in eighteen hundred and sixty-one and eighteen hundred and sixty-two, there was no redress.

An Act, approved April fourteenth, eighteen hundred and sixty-three, provides for the gradual *funding* of this *unfunded* debt to the School Fund, by requiring, that whenever State bonds are redeemed, such bonds, to such amount as shall thus be redeemed with the sum of four hundred and seventy-five thousand five hundred and twenty dollars, (\$475,520,) shall not be cancelled, but shall be kept as a special deposit in the custody of the Treasurer, marked "School Fund," in the same manner and for the same purposes as are the bonds directly purchased for said School Fund.

Under this Act, the bonds redeemed during the year, and placed to the credit of the School Fund, amount to one hundred and seven thousand dollars, (\$107,000,) leaving a balance of two hundred and sixty-eight thousand five hundred and twenty dollars (\$268,520) yet to be funded. In four years, the entire indebtedness of the State to the School Fund will be *funded*, without additional taxation, and without encroachments on the ordinary revenues of the State.

Under Act of September third, eighteen hundred and fifty-eight, the law directs that the principal received from the sale of School Lands shall be invested in the purchase of seven per cent bonds, marked "School Fund." This law has been faithfully carried out. The five hundred thousand acre grant is all sold, as is shown by the following extract from the report of the Surveyor-General for eighteen hundred and sixty-two:

"Sold under School Land warrants issued prior to the passage of the Act of April 23d, 1858	237,760.00
Sold for cash since the passage of the Act of April 23d, 1858.	261,197.83
Total disposed of.....	498,957.83

"Leaving a balance of one thousand and forty-two and seventeen one-hundredths acres, which is reserved as a margin to correct errors in the final adjustment of the grant."

SIXTEENTH AND THIRTY-SIXTH SECTIONS.

By Act of March third, eighteen hundred and fifty-three, Congress granted to California the sixteenth and thirty-sixth sections in each township for the support of Schools.

Under Act of April twenty-sixth, eighteen hundred and fifty-eight, eighteen thousand seven hundred and twenty acres of land were sold by Boards of Supervisors, and the proceeds placed to the credit of the township in which the land sold happened to lie. In eighteen hundred and fifty-nine, the State Superintendent, Honorable A. J. Moulder, recommended that the "township plan" should be abolished, and that the

proceeds of the sale of these sections should be consolidated into a General School Fund, the interest of which should be apportioned semi-annually, on the basis of the number of children between four and eighteen years of age.

In his ninth annual report, the arguments in favor of a Common State Fund were so fully and ably set forth that the Legislature made provision for so consolidating the School Fund by Act of April twenty second, eighteen hundred and sixty-one. By a recent decision of the Supreme Court, the constitutionality of this Act has been affirmed.

By the same Act provision was made for the sale of those sections conceded to belong to the State, and of the lands selected in lieu of School sections settled on before survey or covered by private claims.

Two hundred and eighty-eight thousand four hundred and seventy acres have been sold at one dollar and twenty-five cents (\$1 25) per acre, amounting to three hundred and sixty thousand dollars, (\$360,000.) Purchasers are allowed a credit upon eighty per cent of the principal, provided they pay regularly, in advance, interest at the rate of ten per cent per annum upon the unpaid principal.

The proceeds of the sales of the eighteen thousand seven hundred and twenty acres sold prior to Act of eighteen hundred and sixty-one, were placed to the credit of School Districts in the township in which the sixteenth and thirty-sixth sections happened to lie, and hence has arisen a difficulty to which my predecessor twice alluded in his reports, and to which I again call attention by quoting his remarks:

“Section eight of the Act providing for the sale of the sixteenth and thirty-sixth sections, declares that ‘all moneys heretofore derived as principal for the sale of the lands herein designated, and sold under the Act for the sale of the sixteenth and thirty-sixth sections, approved April twenty-sixth, eighteen hundred and fifty-eight, shall be paid by the counties in which such lands have been sold into the State School Fund; and if not so paid, such counties shall have a sum deducted from the pro rata they would be entitled to under this Act equal to the amount retained by them.’ In several of the counties a number of School sections have been sold under the Act of April twenty-sixth, eighteen hundred and fifty-eight, and the proceeds have been paid into the County Treasuries. The Superintendent has no means of ascertaining, officially, in what counties such lands have been disposed of, how many acres have been sold, or to what sum the proceeds amount. Nor can he determine whether these counties have paid the proceeds into the State School Fund or not. It is impossible for him, therefore, ‘to deduct from the pro rata such a county would be entitled to a sum equal to the amount retained by it.’ There is no means of ascertaining this amount. But if there were, another difficulty would arise. The proceeds of the sale of the sixteenth and thirty-sixth sections belong exclusively, under the Act of April twenty-second, eighteen hundred and fifty-eight, to the inhabitants of the township in which they happen to lie—not to the inhabitants of the county at large.

“Even in the same county, certain townships possess School sections, while others have not an acre of land.

“The State Superintendent, under existing laws, apportions the School Fund among the several districts of the State, not among the counties. Certain districts, and in many instances only fragments of districts, included within the bounds of favored townships, receive the benefits of

the Fund derived from the sale of the townships' lands, while others are excluded from those benefits.

"It would be manifestly unjust to deduct any sum from a county's pro rata when such deduction would operate equally to the injury of the favored and the excluded districts."

The revised School law requires School Trustees to report to the County Superintendents the amount of money received as interest on Township School Funds, but no such returns have been made, simply because it was impossible for the Trustees to ascertain the existence of any such Fund. The County Treasurers evidently have no knowledge of its existence, as the column for "Township Fund" is uniformly left blank. If this Township Fund is not a myth, the law should be so amended as to require the County Clerk to report the amount to the Superintendent of Public Instruction, and the Superintendent should be authorized to deduct from the pro rata of the districts an amount equivalent to the sum received as interest on the Township Fund.

The School Lands sold by Boards of Supervisors of the several counties, under Act of April twenty-sixth, eighteen hundred and fifty-eight, according to the last report of the Surveyor-General, are as follows :

Counties.	Acres.
" Merced	680.00
Humboldt.....	880.00
Placer	4,400.00
Sacramento.....	1,031.00
San Joaquin.....	6,433.00
Shasta	720.00
Siskiyou	2,320.00
Solano	160.00
Stanislaus.....	336.00
Tehama.....	280.00
Tulare.....	1,480.00
Total, as far as reported	18,720.00

"A law should be passed requiring the Board of Supervisors of each county to report to the Controller or Register of the State Land Office, the amount of lands sold, and the price for which the same was sold, under the Act of April twenty-sixth, eighteen hundred and fifty-eight, in order that the provisions of section eight of the Act of April twenty-second, eighteen hundred and sixty-one, may be carried out."

UNIVERSITY FUND.

The exact condition of this Fund was so well set forth by my predecessor in office, Hon. A. J. Moulder, in the Twelfth Annual Report of the Department, that I quote his remarks in full :

" THE UNIVERSITY FUND.

" By section twelve of an Act approved March third, eighteen hundred and fifty-three, Congress granted to California seventy-two sections, or forty-six thousand and eighty acres of land for the use of a Seminary of Learning. By an Act of our Legislature, approved April twenty-third, eighteen hundred and fifty-eight, provision was made for the sale of these lands. It was directed that they should be sold in the same manner, on the same terms, and subject to the same conditions, as the unsold portions of the five hundred thousand acres. Under the operation of this law, thirty-nine thousand six hundred and forty-seven acres have been sold to date, leaving but six thousand four hundred and thirty-three acres unsold.

" At one dollar and twenty-five cents (\$1 25) per acre, the price fixed by the law, these forty-six thousand and eighty acres would bring fifty-seven thousand six hundred dollars (\$57,600.)

" It was provided that the proceeds of the sales of these lands should be paid into the School Land Fund, and, from time to time, should be invested in State seven per cent bonds, for the benefit of the School Fund.

" It was further directed that the Board of Examiners should, at the expiration of one year from the passage of the Act, that is to say, on the twenty-third of April, eighteen hundred and fifty nine, take and use fifty-seven thousand six hundred dollars (\$57,600) of any money belonging to the School Fund, for the purpose of buying bonds; and when said bonds had been so purchased, that they should be delivered to the Treasurer of State, and kept by him as a special deposit, marked 'Seminary Fund,' to the credit of said Fund. All interest paid into the Treasury on said Seminary bonds was to be invested in State bonds in the same manner.

" But neither on the twenty-third of April, eighteen hundred and fifty-nine, nor at any subsequent time, has the Board of Examiners purchased the bonds for the Seminary Fund, as by this law required.

" This Fund is, in fact, a myth. Most of the lands belonging to it have been sold, and the School Fund proper has received the proceeds and the semi-annual interest thereon.

" It is full time that the debt so long due to the Seminary Fund should be settled.

" The account stands as follows :

<i>" Due by School Fund to Seminary Fund :</i>	
For principal due by law, April 23d, 1859.....	\$57,600
For four years' interest, at seven per cent per annum, to April 23d, 1863.....	16,128
Total.....	<u>\$73,728"</u>

DEPARTMENT OF PUBLIC INSTRUCTION.

An impression seems to have quite generally prevailed, that the Superintendent of Public Instruction holds the only sinecure office in the State; that he has little to do, except to allow his Clerk to make up the annual report, and take pleasure trips up and down the Sacramento, in search of his monthly salary of State scrip. For the purpose of correcting this notion, and showing that the State Superintendent has something to do besides sitting in his office chair, I make the following statement of the official

WORK FOR THE YEAR.

The first three months after assuming the duties of the office, January, February, and March, were devoted exclusively to the revision of the School Law under the direction of the legislative Committees on Education. April was occupied in revising the forms and blanks of the department, and in making arrangements for a State Teachers' Institute. The Institute in May, and the examination of the papers of the State Board of Examination, made that month an unusually busy one. June, July, and August were given to travelling, lecturing, and visiting Schools; September was devoted to County Teachers' Institutes, and October to the annual report of the Department.

CIRCULARS.

In March, an Institute circular of twenty pages, addressed to County Superintendents, Teachers, and Trustees, was issued from the Department, and four thousand copies distributed among the various School officers. In June, a second circular, of sixteen pages, was issued to School Trustees, instructing them in the discharge of their duties.

The proceedings of the State Teachers' Institute were prepared for publication in the office, and two thousand four hundred copies were sent to the Teachers and School officers of the State.

FORMS AND BLANKS.

The revised forms and blanks prepared in the Department, to meet the wants of the new School Law, are as follows:

Public School Register; Public School Teacher's Report; Public School Trustees' Report; School Census Marshal's Report; Appointment of School Census Marshal; Trustees' Certificate of Election; Appointment of School Trustees; Trustees' Order Book on County Superintendent; Election Posters; Public School Teacher's Oath of Allegiance; State Series of Text Books; State Tax Petition; State Educational Diploma; State Teacher's Certificate; County Certificate; Temporary Certificate; County Superintendent's Report; Supplementary Report of County Superintendent; County Treasurer's Report; Order Books for Department of Instruction; County Superintendent's Warrant Book.

The preparation of all the foregoing forms and blanks involved a careful study of the School laws of other States, and occupied no small share of time. It has been my endeavor to secure a system of reports inferior in no respect to those of any other State in the Union. The printing of these forms was executed by the State Printer, with neatness and dis-

patch, and typographically their appearance is a credit to the Department.

POSTAGE AND EXPRESSAGE.

More than five hundred packages have been sent from the office to County Superintendents and School officers, by Wells, Fargo & Co.'s Express; and at least three thousand documents and small packages have been sent by mail directly to the address of Trustees and Teachers. The number of blanks and forms published and sent out during the year, as exhibited in the following table, will show the requirements of the Department in the way of printing and postage:

Revised School Law.....	4,000
Institute Circular.....	4,000
Trustees' Circular.....	3,000
Institute Proceedings.....	2,400
School Registers.....	1,200
Election posters in April.....	4,000
Election posters in August.....	4,000
Reports of Teachers.....	3,000
Reports of Teachers.....	1,500
Reports of Census Marshals.....	6,000
Trustees' Certificate of Election.....	2,000
Trustees' Order Books.....	1,500
Oath of Allegiance.....	2,000
County Teachers' Certificates.....	1,000
State Educational Diplomas.....	50
State Certificates.....	100
Temporary Certificates.....	1,000

TRAVELLING, AND TRAVELLING EXPENSES.

Section nine of the Revised School Law reads as follows :

"SECTION 9. It shall be the duty of the Superintendent of Public Instruction to travel in the different counties of the State, so far as is possible without neglecting his other official duties, during at least four months of each year, for the purpose of visiting Schools, of consulting with County Superintendents, of lecturing before County Institutes, and of addressing public assemblies on subjects pertaining to Public Schools; and the actual travelling expenses incurred by the Superintendent in the discharge of this duty shall be allowed, audited, and paid out of the General Fund in the same manner as claims upon said Fund are now allowed, audited, and paid; *provided*, that the sum so expended in any one year shall not exceed one thousand dollars; and the sum of one thousand dollars, or so much thereof as may be necessary, is hereby annually appropriated for the payment of the same."

In compliance with this requisition of the law, I have lectured and visited Schools in the counties of Alameda, Santa Clara, San Mateo, San Francisco, Contra Costa, El Dorado, Amador, Sacramento, Solano, Napa, and Sonoma, having travelled more than three thousand miles, delivered

thirty lectures and addresses on Public Schools, and visited ninety-five Schools.

During the first six months of the year, prior to the beginning of the fifteenth fiscal year, my travelling expenses, amounting to three hundred dollars, (\$300,) were paid by myself, the old law, with a liberality like that of the Pickwick Club, kindly allowing the Superintendent to visit all the Schools in the State and lecture in every School-house, *provided*, "no expense was incurred to the State."

Travelling expenses were incurred in the months of July, August, and September, to the amount of two hundred and fifty dollars, (\$250,) which were paid by the State under the provisions of section nine of the Revised School Law, which, with the same Pickwickian spirit of liberality, requires the Superintendent to pay out cash, and receive in lieu thereof State scrip worth seventy cents (70 cents) on a dollar. This is a very economical arrangement on the part of the State, but a decidedly expensive luxury to the State Superintendent. Stage drivers and hotel keepers not being willing to take orders on the State Controller, "in the present financial condition of the State," the Superintendent confined his travels to the most economical routes, and utterly failed to visit the more distant counties. The Superintendent respectfully asks the Legislature that a law may be passed compelling stage drivers to take orders on the State Controller as "legal tenders," or that some other provision may be made whereby his actual travelling expenses shall be paid, otherwise he will be compelled to remain at home "from want of funds."

SALARY.

The salary of the Superintendent of Public Instruction is nominally three thousand dollars, (\$3,000,) payable in State scrip, worth, at the current rate of brokers' discount on needy officials, seventy cents (70 cents) on the dollar, equivalent to a cash salary of about two thousand dollars (\$2,000.) Deducting from this the loss on travelling expenses, and one thousand seven hundred dollars (\$1,700) is a fair cash estimate of the amount of salary the Superintendent actually draws from the State.

The salary of the Superintendent was originally four thousand dollars (\$4,000) per annum. Next, it was reduced to three thousand five hundred dollars (\$3,500,) and, last year, to three thousand dollars (\$3,000.)

If it is intended that the office should be a sinecure, this is too much; if it be expected that the Superintendent shall perform the work so necessary to be done, it is too little.

The Superintendent of Public Schools in the City of San Francisco is paid a cash salary of four thousand dollars (\$4,000) a year, and no one thinks it too high. Is the office of Superintendent of Public Instruction any less responsible, or are the duties any less arduous? The Teachers of the San Francisco High School are paid two thousand seven hundred dollars (\$2,700) a year in cash, and the Principal of a City Grammar School receives a salary of one thousand nine hundred dollars (\$1,900) per annum.

Without being inclined to overrate the duties of the office, I am of the opinion that the State Superintendent ought to receive as high a salary as the Master of a Grammar School. Were I not the incumbent, I should say that the salary of the Superintendent of Public Instruction ought to be raised to four thousand dollars (\$4,000) per annum, the salary paid other State officers.

While the position may not be as responsible as that of some State offices, the personal labor which the Superintendent is called upon to perform, is quite as great. The office is allowed only one Clerk, and the Superintendent is required to act as Travelling Agent, in addition to other duties.

In many States, a Special Travelling Agent is employed, whose sole business is to lecture and visit Schools. Certain it is, that no Department of the Government is more intimately related to the vital interests of the State than the Department of Public Instruction.

The organization of the Department of Instruction in Pennsylvania is as follows: State Superintendent, Deputy Superintendent, four Clerks, and a Messenger.

In a new State like ours, the work of the State Superintendent is that of *organizing*, and there is no limit to efforts in this direction. During the past year, without the voluntary assistance of Teachers, it would have been utterly impossible to have promptly performed the work of the office, in addition to outside duties.

Whether the salary of the Superintendent be raised or not, will make no difference in the discharge of his official duties so long as he holds the office, but necessity may compel him, before long, to resign the position and teach some District School to earn a living.

ANNUAL REPORTS.

Last year, one hundred and twenty copies of the annual report of the Superintendent were allowed to his office. Of this number, fifty were sent to the County Superintendents—one copy to each; fifty to the press, a few to the Eastern educational journals, and *one* copy was retained for use in the office.

I have received during the year the reports of all the loyal States, and when asked for the report of California in exchange, I have been under the mortifying necessity of stating that the Legislature had placed the Department on so economical a footing it was too poor to supply a single copy.

The Legislature of Massachusetts, by a standing provision, has instructed the Secretary of the Commonwealth, under the direction of the Governor, to obtain and forward, at the *public expense*, books and other documents containing information respecting the literary, charitable, and other institutions of the Commonwealth, as applications are received from time to time from the authorities of other States or of foreign countries.

In many of the States a copy of the annual report of the Superintendent is supplied to every School officer. The number of copies which ought to be allowed the office of the Superintendent is as follows:

County Superintendents, ten copies each.....	450
Boards of Public School Trustees, one copy each.....	800
Public School Teachers, one copy each	900
Eastern Exchanges.....	500
Total	2,650

The people need information relating to educational movements, and I know of no measure better calculated to raise the standard of official duty among School officers, than to place in the hands of each the annual report of the State Superintendent, which exhibits a general view of the condition of the Public Schools of the State. The policy of economizing in the printing of a few hundred copies of such a report may justly be characterized as "penny wise and pound foolish."

CONTINGENT EXPENSES.

For the fifteenth fiscal year the munificent sum of fifty dollars (\$50) was appropriated for the contingent expenses of the office—but that liberality was not without qualification, for fifty dollars (\$50) was deducted from the usual amount appropriated for light, fuel, and stationery. The total amount of the "Appropriation for Contingent Expenses" was expended as follows:

One copy of Johnson's Atlas.....	\$15 00
One Standing Desk for office.....	35 00
Total Expenditures.....	\$50 00
Amount of Appropriation.....	\$50 00
Balance on hand	\$00 00

Minor "contingents" to the amount of some seventy dollars (\$70) have been paid by the Superintendent out of the somewhat scanty proceeds derived from the sale of Controller's warrants.

The office rooms of the Department can hardly be said to very creditably represent the State. They contain three chairs, two of which are broken; one tolerable table, and one rickety one; a threadbare carpet; and an abundance of venerable and antique School books. In respect to furniture generally, it is in keeping with the country School-houses of the State.

The appropriation for rent being insufficient, in consequence of a prevailing antipathy to "Controller's warrants," the Superintendent has had the pleasure, in addition to numberless little contingent items, of paying five dollars (\$5) a month cash out of his own pocket. The office ought to be supplied with a full set of Barnard's *Journal of Education*, bound files of all State Teachers' journals, and the educational periodicals of other countries. As the office is daily visited by Teachers and School officers from all parts of the State, it should contain all new maps, charts, books, apparatus, and School appliances. In view of all these wants, I most respectfully ask for an appropriation of five hundred dollars (\$500) for the contingent expenses of the office of Superintendent of Public Instruction.

The appropriation for contingent expenses of the Department of Instruction of Pennsylvania is two thousand six hundred dollars, (\$2,600.)

DEPARTMENT APPROPRIATIONS.

The following appropriations will be needed for each of the sixteenth and seventeenth fiscal years :

For what Purpose.	Sixteenth Year.	Seventeenth Year.
Postage and Expressage.....	\$800	\$800
Rent of Office.....	500	500
Lights, Fuel, and Stationery.....	300	300
Contingent Expenses.....	500	500
Travelling Expenses.....	1,000	1,000
Total.....	\$3,100	\$3,100

DEFICIENCY APPROPRIATIONS.

A deficiency appropriation of two hundred and fifty dollars (\$250) is required to pay the salary of the Superintendent of Public Instruction for the month of June, eighteen hundred and sixty-three—fourteenth fiscal year. The reduction of the salary of the Superintendent from three thousand five hundred dollars (\$3,500) to three thousand dollars, (\$3,000,) did not take effect until the expiration of the term of office of my predecessor—December thirty-first, eighteen hundred and sixty-two—and as the appropriation made by the Legislature for the fourteenth fiscal year was only three thousand dollars, (\$3,000,) it was exhausted on the thirty-first of May, eighteen hundred and sixty-three. An appropriation of seventy-five dollars (\$75) for contingent office expenses ought, in justice, to be made; for stationery, light, and fuel, fifty dollars (\$50); and for travelling expenses incurred in the month of June, after the revised law took effect, but before the beginning of the fifteenth fiscal year, sixty-six dollars (\$66.)

STATEMENT

Of the Expenditure of Appropriations made to the Office of Superintendent of Public Instruction—Fourteenth Fiscal Year.

Rent of Office.....	\$360 00
Postage and Expressage.....	569 25
Stationery, Lights, and Fuel.....	190 12
Travelling Expenses.....	66 00
Total.....	\$1,185 37

STATEMENT

Of Expenditures during the Fifteenth Fiscal Year, from July 1st, 1863, to December 1st, 1863.

Rent of Office.....	\$187 50
Postage and Expressage.....	316 95
Stationery, Lights, and Fuel.....	72 50
Travelling Expenses.....	311 25
Contingent Expenses.....	50 00
Total.....	\$938 20
<i>State Teachers' Institute.</i>	
Rent of Hall, Reporter, and Lecturers	\$1,898 69

JOHN SWETT,
Superintendent of Public Instruction.



Subscribed and sworn to, before me, this sixteenth day of
November, eighteen hundred and sixty-three.

W. O. ANDREWS,
Notary Public, San Francisco, California.

STATE SCHOOL TAX.

The most important measure which demands the attention of legislators, is that of a State School tax for the better maintenance of Public Schools. I believe the time has arrived in the history of our State when the absolute necessity of such action can be fully demonstrated, and when the efficiency of the Schools cannot be greatly increased without it. Whenever the question of increased taxation is agitated, it is due to tax payers and property holders that good and sufficient reasons should be explicitly set forth, and that it should be clearly shown that the public good requires it. The condition of the Public Schools, as exhibited by the statistical returns, will be to many minds conclusive evidence of the necessity of a State School tax; but the importance of the question demands that argument should be added to the weight of facts and figures.

Our American system of Free Schools is based upon two fundamental principles or axioms:

First—THAT IT IS THE DUTY OF A REPUBLICAN OR REPRESENTATIVE GOVERNMENT, AS AN ACT OF SELF-PRESERVATION, TO PROVIDE FOR THE EDUCATION OF EVERY CHILD;

Second—THAT THE PROPERTY OF THE STATE SHOULD BE TAXED TO PAY FOR THAT EDUCATION.

Simple propositions, they seem; yet they have been recognized and acted upon in no other country but our own. Other nations, it is true, have their national systems of instruction partially supported by Government, and under Government control; but no nation in the history of the world has ever organized a system of Schools like ours, controlled directly by the people, supported by taxation; free to all, without distinction of rank, wealth, or class; and training all children alike, whether foreign or native born, to an intelligent comprehension of the duties, rights, privileges, and honors of American citizens.

In the minds of the hard-fisted, iron-willed settlers of Massachusetts Bay, where, under the wintry sky of suffering, want, and war, the germs of our American School system struggled into existence, Common Schools and taxation were as inseparably connected as were taxation and representation.

A few extracts from the old Colonial laws will show how early our Free School system sprang into existence. A section of the Massachusetts Colony laws of sixteen hundred and forty-two reads as follows:

“Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth; and whereas, many parents and masters are too indulgent and negligent of their duty in that kind; it is ordered that the Selectmen of every town shall have a vigilant eye over their brethren and neighbors, to see, first: that none of them shall suffer so much barbarism in any of their families as not to teach, by themselves, or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, upon penalty of twenty shillings for each neglect therein.”

In sixteen hundred and forty-seven this law was followed by another, to the end, in the words of the statute, *“that learning may not be buried in the grave of our fathers in the Church and the Commonwealth,”* which required every town of fifty families to provide a Teacher to instruct all the children of the town in reading and writing, and every town of a hundred families to set up a Grammar School, with a Teacher competent to fit young men for the University; the expense of these Schools to be borne by the town, or by the parents, as the town should determine.

In sixteen hundred and ninety-two, the law provided that these Schools should be supported *exclusively by tax levied on all the property of the town.*

In sixteen hundred and sixty-nine, the Colony of Plymouth passed the following law:

“Forasmuch as the maintenance of good literature doth much tend to the advancement of the weal and flourishing state of societies and republics, this Court doth therefore order, that in whatever township in this government, consisting of fifty families or upwards, any meet man shall be obtained to teach a Grammar School, such township shall allow at least twelve pounds, to be raised by rate on all the inhabitants.”

The following is the old Colonial Connecticut law for “appointing, encouraging, and supporting Schools:”

“Be it enacted by the Governor, Council, and Representatives, in General Court assembled, and by the Authority of the same: That Every Town within this Colony wherein there is but one Ecclesiastical Society, and wherein there are Seventy House Holders or Families, or upwards,

shall be at least Eleven Months in each Year Provided with and shall Keep and Maintain One good and sufficient School for the Teaching and Instructing of Youth and Children to Read and Write, which School shall be steadily Supplied with, and Kept, by a Master, sufficiently and suitably Qualified for that Service.

“And, also, there shall be a Grammar School Set up, Kept, and constantly maintained in every Head or County town of the several Counties, that are or shall be Made in the Colony, Which shall be steadily Kept by some Discreet Person of good Conversation, and well Skilled in and Acquainted with the Learned Languages, Especially Greek and Latin.”

For the support of these Schools, a tax of “Forty Shillings” upon every “Thousand Pounds in the Lists of the Respective Towns,” was levied and collected.

Many of the wealthy counties of California levy, this year, a smaller School tax than was paid by the hard-fisted colonists of Connecticut.

Horace Mann, in his Tenth Annual Massachusetts Report, said :

“It is impossible for us adequately to conceive the boldness of the measure which aimed at universal education through the establishment of Free Schools. As a fact, it had no precedent in the world’s history; and, as a theory, it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshalled against any other institution of human origin. But time has ratified its soundness. Two centuries of successful operation now proclaim it to be as wise as it was courageous, and as beneficent as it was disinterested. Every community in the civilized world awards it the meed of praise, and States at home, and nations abroad, in the order of their intelligence, are copying the bright example. What we call the enlightened nations of Christendom are approaching, by slow degrees, to the moral elevation which our ancestors reached at a single bound; and the tardy convictions of the one have been assimilating, through a period of two centuries, to the intuitions of the other.

“The establishment of Free Schools was one of those grand mental and moral experiments whose effects could not be developed and made manifest in a single generation. But now, according to the manner in which human life is computed, we are the sixth generation from its founders; and have we not reason to be grateful, both to God and man, for its unnumbered blessings? The sincerity of our gratitude must be tested by our efforts to perpetuate and to improve what they established. The gratitude of the lips only is an unholy offering.”

• In seventeen hundred and eighty-five, an ordinance respecting the disposition of the Public Lands, was introduced into the old Congress, referred to a committee, and passed on the twentieth of May, which provided that the sixteenth section of every township should be reserved “for the maintenance of Public Schools.”

The celebrated ordinance of seventeen hundred and eighty-seven, which confirmed the provisions of the land ordinance of seventeen hundred and eighty-five, further declared, that “RELIGION, MORALITY, and KNOWLEDGE, *being necessary to good government and the happiness of mankind*, SCHOOLS, and the means of EDUCATION, *shall be forever encouraged*.”

As the results of this noble policy, more than fifty millions of acres of the Public Lands have been set apart for the purposes of education.

Yet our Free School System, like the pine upon its native hills, was a plant of slow growth; the reason why, perhaps, it is so firmly rooted in the hearts of the people.

Only three States, at the time of the adoption of the Constitution, had made any constitutional provision for the support of Free Schools. But State has followed State, one after another wheeling into line, until now nearly every loyal State has recognized the democratic principle that Free Schools should be supported by taxation, for the benefit of all classes of the people.

California remains the most striking exception, for only about one third of her Schools are Free Schools; two thirds being partly maintained by tuition—thus taxing individuals instead of property.

The money raised for the support of Public Schools in the different States is usually derived from the following sources :

First—Interest on School Funds derived from the sale of Public Lands reserved for School purposes by the General Government;

Second—County or township tax;

Third—District tax; and,

Fourth—State tax.

Nearly all the States have found it necessary to assess a direct State tax for the support of Schools, in addition to county or township and district taxes. The example of other and older States may teach a useful lesson to California.

Illinois has a right to be heard first of all; for, as the fruit of her noble and liberal provision for her Public Schools—those nurseries of patriotism—she has sent *five thousand* of her patriotic Teachers into the National Army, and stands credited by the Government with eight thousand men over all requisitions. Well may the State (so long represented in the Senate of the United States by Stephen A. Douglas, graduate of a District School in Vermont—which has sent another of her adopted sons, also a Public School boy, to control the destinies of the Nation in its most dangerous crisis) be proud of her record and of her Schools. She has a School Fund of nearly four millions of dollars, (\$4,000,000); she raised by district taxes last year, more than a million of dollars (\$1,000,000); and yet, in addition, she raised a State School tax of two mills on the dollar.

The following communication from the State Superintendent of Illinois explains itself:

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Illinois, September 23d, 1863. }

HON. JOHN SWETT,

Superintendent Public Instruction, State of California:

VERY DEAR SIR:—Your favor of August twentieth was received in due time, and would have received an earlier reply but for my protracted absence from home.

I herewith have the pleasure of communicating the information requested, and hope you may find it serviceable for the purpose mentioned in yours.

That portion of our Common School Fund which is derived from a direct State tax, and which is denominated the "State Tax Fund," is raised by the annual levy and assessment, by legislative authority, under the Act of eighteen hundred and fifty-five, "to establish and main-

tain a system of Free Schools," of a tax of two mills ad valorem upon all the taxable property of the State. Following you will find a statement of the amounts of State tax apportioned to the counties by our State Auditor for a term of years, commencing with the year eighteen hundred and fifty-six, and including the year eighteen hundred and sixty-two. Of the amounts so apportioned, you will observe that the maximum was reached in eighteen hundred and fifty-nine, since which year there has been a falling off. This fact is attributable, not to any "change of base" in our tax-raising policy, but simply to the diminished valuation of property, consequent upon the monetary reverses of the country.

Amounts of State Tax Apportioned to the Counties.

Eighteen hundred and fifty-six.....	\$606,809 51
Eighteen hundred and fifty-seven.....	660,000 00
Eighteen hundred and fifty-eight.....	743,000 00
Eighteen hundred and fifty-nine.....	763,231 00
Eighteen hundred and sixty.....	738,183 00
Eighteen hundred and sixty-one.....	678,751 00
Eighteen hundred and sixty-two.....	664,000 00

We think the lowest point of depression has been reached, and anticipate an increase of the amount of State tax corresponding with the recent increased valuation of property.

Most truly yours,

JOHN P. BROOKS,
Superintendent Public Instruction.

Michigan stands side by side with Illinois in the assessment of a two mill tax. The following letter has been received from the Department of Public Instruction of that State:

DEPARTMENT OF PUBLIC INSTRUCTION,
Office of Superintendent, Lansing, Michigan, Sept. 12th, 1863. }

Hon. JOHN SWETT,
Superintendent of Public Instruction, California:

DEAR SIR: In answer to your favor of the twentieth ultimo, I have to say: Our Statute School tax is, per annum, two mills on the dollar of the property, assessed value; which is one half to two thirds the real value. The aggregate last year was about two hundred and fifty thousand dollars (\$250,000.) This can be used only for paying Teachers. It was increased from one mill to two mills in eighteen hundred and fifty-nine; and notwithstanding the times, nobody has made any effort to go back to the one mill.

In May last, we apportioned one hundred and thirty thousand dollars (\$130,000) interest on the School Fund, upon two hundred and sixty-one thousand children between five and twenty years of age. This, also, is paid only to Teachers.

In addition to the above, the graded districts, over one hundred in number, can raise any amount they please; and all other districts such amounts as they desire, not exceeding one dollar (\$1) per scholar. About eighty-five thousand dollars (\$85,000) was thus raised the past year.

This makes all the taxes on property for payment of Teachers; the rate bills, in addition, amounting last year to only forty-three thousand two hundred dollars (\$43,200.)

Taxes on property voted by the districts for other purposes—building, etc.—amounted to one hundred and sixty-two thousand dollars (\$162,000.) I give round numbers.

This will give you a good idea of our burden of taxation for Primary Schools, of which very few complain.

There is, also, paid from the State Treasury, for the University, six thousand dollars (\$6,000;) for the Agricultural College, nine thousand dollars (\$9,000;) for the Normal School, six thousand five hundred dollars (\$6,500.)

We are happy to hear of your triumphant re-election.

Very respectfully, yours,

J. M. GREGORY.

By C. B. STEBBINS,

Deputy Superintendent of Public Instruction.

Ohio assesses a State School Tax of one and three tenths mills on the dollar valuation of all the property of the State, raising last year from this source one million and seventy-four thousand dollars (\$1,074,000,) in addition to one million five hundred thousand dollars (\$1,500,000) by township taxation. Ohio is second only to Massachusetts in the amount of money, per each white inhabitant, raised for School purposes; and her School system is second to none.

The State Superintendent of Pennsylvania writes as follows:

PENNSYLVANIA, DEPARTMENT OF COMMON SCHOOLS, }
Harrisburg, September 11th, 1863. }

Hon. JOHN SWETT,

San Francisco, California.

SIR: Your letter of inquiry has been received. Allow me, in reply, to say that we have in this State no uniform State tax for School purposes. We distribute a specified amount each year, which is drawn from the State Treasury, and the sum must be fixed by an Act of the Legislature each year. For the current year it is three hundred and sixteen thousand eight hundred and twenty-five dollars (\$316,825.) This is divided among the districts, and then the School Directors of the districts, or townships, which are the same, raise by taxation a sum sufficient to keep the Schools in operation as long over four months as they see fit. This per cent differs materially in the different districts; but the average in the State last year, or the year closing June fourth, eighteen hundred and sixty-three, was four and seventy-five one hundredths mills; and the sum thus raised was one million six hundred and eighty-six thousand and ninety-five dollars and three and one fourth

cents (\$1,686,095 03½.) I think I forwarded to your address, some weeks since, a copy of our last report, and our School Law; if they have not been received, please inform me, and I will send others.

Very respectfully, yours,

C. R. COBURN,
Superintendent Common Schools.

Thomas H. Burrowes, ex-Superintendent of Pennsylvania, in his last report, says of the State appropriation:

"The firmness of the Legislature in sustaining liberal appropriations to the Common Schools, has been of incalculable advantage to the system, encouraging its friends, strengthening feeble districts, securing the correction of local abuses, and more faithful compliance with the terms of the law. The continuance of this judicious line of policy is earnestly recommended. Appropriations are annually made to prisons and houses of refuge; to the blind, the deaf, the feeble minded, and insane; and their propriety is not doubted. But surely our army of Common School children, six hundred thousand strong, with plastic minds in normal condition, whose educational training must make or mar the destiny of the Commonwealth, are not less worthy the generous care and sustaining bounty of the peoples' representatives."

Wisconsin sends the following:

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION.
Madison, Wisconsin, September 11th, 1863. }

Hon. JOHN SWETT,
Supt. Public Instruction, San Francisco, Cal.:

DEAR SIR:—Your favor of the twenty-first of August is just received.

We have no direct State taxation for School purposes. Our State laws, however, require each town to levy upon itself a tax at least equal to one half the amount received during the previous year from the State School Fund, (derived from income of School Lands.) The towns generally exceed the amount required, and raise nearly as much as they receive from the State. This has required a levy of nearly three fourths of a mill upon the dollar valuation. The limit fixed by statute is three mills upon the dollar. For several years past the average has been not far from two thirds of a mill.

The whole amount raised by tax for School purposes last year, including district taxes, was about three and one fourth mills upon the dollar. The law fixes no limit upon district taxation, except in districts having less than two hundred and fifty inhabitants. The limit is then six hundred dollars (\$600) in any one year for School purposes.

It seems to me that a better and more just way would be the one you propose to adopt, i. e., to raise a School Fund by State taxation. It is more uniformly and surely paid than in any other way.

Yours, very truly,

J. L. PICKARD,
Superintendent Public Instruction.

Kentucky assesses a State School tax of one half of one mill on the dollar. Her liberal School policy saved her from the clutches of secession. The State Superintendent, in the report of eighteen hundred and sixty, said :

“ The second method of continuing and extending our plan of popular education, by taxation of five cents on the hundred dollars' worth of taxable property throughout the Commonwealth, is one that promises to be permanent, and is the main cause of the rapid and thorough extension of the School system. In a State like Kentucky, in many places thinly inhabited, but presenting everywhere an unlimited capacity of production—in agriculture, commerce, arts, manufactures, and mining—an impetus given to education by the Government is a matter of almost indispensable necessity.

“ Our School system is secure. In point of permanence I class it with those three great departments among which the Constitution has distributed the powers of our State government—the Legislative, the Executive, and the Judiciary.

“ Is it error in us, then, to attach to the work of educating the masses in this State the very highest interest, or to elevate it to a standard of the very highest importance? Already is it apparent, and yearly will it become more so, that Kentucky, in the adoption of a thorough educational system, has been most fortunate. In her Common Schools rests the sheet anchor of her safety.

“ Kentucky, the pioneer among the Southern States in the great work of popular education, has striven most for peace, whilst the lurid fires of revolution glimmered around and threatened to invade her borders.

“ It was well said by Lord Brougham, one of the greatest of modern reformers, of the ‘ Iron Duke,’ whose illiberal statesmanship sullied the laurels won by his valor, that ‘ he feared not any unconstitutional attack on the liberties of the people of England from the Duke of Wellington. There was another person abroad more powerful than the Duke—the Schoolmaster was abroad.’ And so is it in Kentucky. There are various causes that control the present destinies of our State, and not the least among them is to be found in the fact that ‘ the schoolmaster is abroad.’ Knowledge, from her many strongholds—those District Schools throughout our land—is beginning to take a part in the conflict. ‘ The cheap defence of nations’ is being proved in this the day of national trial. Had a sum equalling but the tenth part of those immense amounts which are now being raised throughout the Union, been devoted, years ago, to the furtherance of popular information, moral enlightenment might have averted evils which are now to be removed by the hand of physical power. Sectional factions, not confined to any, but extending themselves over all quarters of the Union, owe their successes, and even their existence, to one cause—to ignorance; ignorance of the true relations which should subsist forever between a good government and a free people, ignorance of our own duties, ignorance of the rights of others.

“ It was the boast of Sir Edward Coke, and it has been for centuries the crowning merit of the Common Law, that it ‘ carries justice home to every man's door.’ So should it be the praise of our system of Common Schools, that it sheds abroad a light of knowledge to every hall and hamlet in the land. The rich men who cast their gifts into the treasury, and the poor widow who casts in thither her two mites, resort, when they have grievances to be redressed, to the same tribunal of justice.

They worship at the same altar. *Their children should be educated in the same Schools.*

“A revolution which would close the doors of all our Public Schools would be, in my opinion, more calamitous in its effects on the country, than that which now threatens the subversion of our political institutions. It would not only denationalize, which is bad enough, but, in the end, thoroughly demoralize our people. In truth, it is an unvarying characteristic of revolutions, that those which subvert the educational interests of a country, it matters not how they begin, all end in an age of darkness.”

Governor Bramlette, in his late message, pays the following eloquent tribute to the Public Schools :

“In the midst of the dire calamities forced upon us by the rebellion, we should not permit the present troubles to make us forget our obligations and duties to the future. The education of our youth must be provided for. Our Common Schools should be cherished with earnest solicitude. We must feed the mind of our coming youth. And whilst we transmit to them an undiminished and an unbroken heritage of freedom, we should see that they be fitted to receive it and pass it down, not impoverished, but enriched, to their successors. Our Jacksons, our Clays, our Websters, have passed away, leaving us the light of their example, the wisdom of their counsel, the treasures of their fame, as part of our heritage. And last, though not least, he of the sage counsel, the eloquent tongue, and of the mould of manly chivalry, the type and embodiment of pure and lofty patriotism—that perfect model of a Kentuckian, John J. Crittenden, has been gathered to his fathers, and Kentucky has been left lonely and in tears. To our Common Schools we must look, as the nurseries of men, to fill their places and prolong their fame.”

New York assesses a State tax of three tenths of a mill on the dollar. On this point, Hon. Victor M. Rice, Superintendent Public Instruction, in his ninth annual report of that State, says :

“STATE TAX.

“It is believed to be unnecessary to repeat the arguments which have been so often and so forcibly presented to the public from various sources, to show that it is both the duty and the interest of the State to make ample provision for the education of her children. Nor is it deemed to be necessary to repeat the reasons why this should be done by a tax upon property ; for the people have twice declared at the ballot box, by overwhelming majorities, that this is the only proper mode, and through their representatives in the Legislature they have since given effect to that declaration, by enacting laws requiring a State tax to be annually levied and collected, and its proceeds distributed for the support of Common Schools. For the last eleven years, more than eleven thousand School Districts have annually participated in this generous provision ; and its wisdom has been proved by an almost universal acquiescence in it, and by the rapid progress of the Schools in efficiency

and in popular favor, as shown by a constantly increasing ratio of attendance.

"How general is the conviction that the Common Schools must be supported, even under the most depressing circumstances, is evinced by the liberal support extended to them during the past year by the people, in their School meetings and through their local authorities. During that time there was raised by local taxation and by rate bill, in the rural districts, nine hundred and fourteen thousand six hundred and ten dollars and ninety-two cents; and in the cities, one million five hundred and sixty thousand four hundred and fifty-six dollars and forty cents for their support. In no other way could the will of the people in regard to them have been more forcibly or fully manifested; and it is believed that the abandonment of a policy in furtherance of their will thus expressed—a policy whose history is so fruitful of good results, and to which they have been so long accustomed—could not meet with their approval, and that it would not only be ruinous to the rural districts, but would lead to the renewal of the controversy which was so happily settled in eighteen hundred and fifty-one, and in which all parties to it have since acquiesced.

"The conception of the possibility, not probability, of an attempt to reduce the aggregate State tax by discontinuing this portion of it, thus inflicting a lasting and unmerited injury upon the generation under tutelage, will account for my calling your attention to this subject."

Massachusetts has no State tax, her School taxes being assessed on the municipal corporations, cities, and towns, by their own action, under a statute requiring them to raise at least one dollar and fifty cents (\$1 50) for each child between five and fifteen years of age. The amount raised by tax for each child in the State between five and fifteen years of age, eighteen hundred and sixty-two, was six dollars and forty-four cents, (\$6 44.) Her hard-earned dollars—won by the sons of labor from the ocean, from ice, from granite, from a sterile soil, from busy workshop and gigantic mill—are poured out lavishly upon her Common Schools. She turns with pride to the dismantled works of Port Hudson, glances at Texas, and remembers that Banks not long ago was one of her Public School boys, and that he is the representative type of a class of men descended from the Boston School boys who waited on General Gage, demanding a redress of grievances. A few extracts will show how the people of the old Bay State feel about supporting Schools.

Governor Andrew, Chairman of the State Board of Education, in the last annual report of the Board, says:

"The melancholy event of civil war in our land has clearly developed three important facts: *First*—That in the midst of such a calamity educational interests are liable, first of all, to suffer detriment. *Second*—That the true value of education to a community is revealed in a light not perceptible in ordinary times. *Third*—That the stability and prosperity of the State must be in proportion to the intelligence of its citizens.

"When business is widely diverted from its ordinary channels, and Government, both State and National, is severely taxed to sustain itself; when in many States educational institutions are wholly or in part suspended, and their funds perverted to other purposes—the friends of human improvement will naturally inquire with increased interest, not to

say solicitude, how far the cause of education has suffered in our own Commonwealth?

“Five years ago the sum raised by taxes for the education of each child in the State between five and fifteen years of age, was five dollars eighty-two cents and nine mills. The sum raised for the same purpose the last year, was six dollars and forty-four cents.

“Then the country was enjoying the blessings of peace, but suffering from a severe financial revulsion. Now, we are in the midst of a fearful struggle to preserve our free institutions from ruin; we are taxed heavily in men, in money, in all supplies needful to carry on the war; yet the people press their children into the Schools and freely furnish the means for their support. When the fact is considered, that during this same year in which the citizens of Massachusetts have raised by a self-imposed tax, the munificent sum of more than a million and a half of dollars (\$1,500,000) for educational purposes, they have also contributed in aid of the Federal Government millions of dollars and scores of thousands of men to subdue an unrighteous rebellion, the evidence is positive that the people understand both their interests and duties, and will ever be found faithful to both.

“During more than two centuries the conviction has been increasing in strength that the diffusion of knowledge and cultivation of intellect are indispensable, not only to preserve the institutions bequeathed to us by our fathers, but to develop our material resources, and ultimately solve the grand problem, so often tried without success, that man is capable of self-government. To this end the system of public instruction has been continued, without interruption, to this day. The wisest legislation, the most judicious counsels, and liberal contributions, have all been made subservient to the great purpose of perfecting this system.

“What Massachusetts is, or possesses, is due, in no small degree, to her general and generous system of instruction. It is this that has developed the skill in the mechanic arts, by which every home within her borders is furnished with all the comforts and conveniences of life found scarcely anywhere else. It is this which enables her to send her mechanics to perform work for leading European Governments, which the skill of their own workmen have, as yet, not been able to accomplish. It is this that scatters over the broad prairies of the West the almost self-acting agricultural implements, by which are drawn from an exuberant soil food for the millions both of this great nation and those across the sea. It enables us to understand our rights, puts weapons in our hands, and inspires us with courage to use them when those rights are menaced. The declaration, ‘there is that scattereth and yet increaseth,’ was never more fully verified than in the liberal provision for education which the people of Massachusetts have ever been accustomed to make for their sons and daughters.

“As the tax occasioned by the war increases, there may be a temptation to consider whether educational expenses may not be curtailed. If so, the question needs mature consideration before action. The period of education is brief to the child. Cut off one, two, or three years of instruction, or, which is perhaps worse, give him inferior Teachers, and what he loses is lost for a lifetime. Let a whole community be deprived of instruction, and it becomes first degraded and vicious, then powerless and miserable. The movement of our educational machinery cannot be even retarded without immense loss, which will be felt throughout every department of society.

• “The interests of more than two hundred thousand children are de-

pendent upon the provision you will make for their education. Every one of these children is to be an active agent, prepared by the instruction thus furnished, to exert an influence on the community. Into their hands will soon be committed the political power, the moulding of the moral and intellectual character, as well as the controlling of the material interests of the Commonwealth."

The Secretary of the Board, Joseph White, closes his report with the following:

"The folly and wickedness of the father and mother who would stop the growth of their offspring, and make them dwarfs forever, to avoid the increasing charge of feeding and clothing them, are only paralleled by that which would stop the intellectual growth, and cramp and shrivel the moral and spiritual natures of a whole generation, in order to escape an increased annual taxation of a few mills on the dollar.

"But there is another view. This war which taxes us is not so much a war of men as of institutions. It is the fearful impinging upon each other of two diverse and hostile civilizations, the grand characteristics of which are, the intelligence and freedom of the masses in the one, and the ignorance and slavery of the many in the other. And shall we, who boast of the superiority of the former, fail to keep open, and flowing to the full, the fountains of that intelligence and virtue, which are its right eye and strong right hand? When the enemy is storming the ramparts, shall we, with a suicide's hand, sap the citidel? When our young men, trained in our Free Schools to a lofty patriotism and heroic valor, turn their faces from the homes of their childhood, and go forth with a cheerful courage to the dreadful conflict, shall we who remain behind, enduring no hardship, and even failing in no luxury, suffer any of those institutions to languish for the want of a generous support, for which they are freely pouring out their life blood? Is not this, of all others, the time—when the pressure and strain are upon us—to rise with the occasion, and rally around our free institutions, at home as well as in the field of battle, and redouble our efforts to support them? Let us, then, not falter, nor hesitate to submit to any sacrifice; let us retrench, if need be, in everything else; nay, let us dig, beg, do anything but steal, that we may provide the means of keeping wide open the doors of our Free Schools on every rood of territory covered by the flag of our fathers."

Now when such States as Illinois, Wisconsin, Kentucky, New York, and Ohio, find it necessary to superadd a State tax to township and district taxes, is it probable that an efficient system of Free Schools will ever be established in California without the same aid?

Is it said—leave the question of taxation to the citizens of each district? the fact that only eighteen districts voted a tax last year, is good evidence that the districts will fail to do their duty. If it is argued that the Boards of Supervisors of the different counties will assess a county tax sufficient to maintain good Schools, the statistical exhibit of the condition of the Schools proves the contrary. Only four counties in the State assess the maximum rate allowed by law.

Santa Clara County, with an assessment roll of six million dollars, (\$6,000,000,) or fifteen hundred dollars (\$1,500) per each child, assesses a county tax of only ten cents on a hundred dollars!

Sonoma County, with an assessment roll of three millions three hun-

dred and ninety thousand dollars, (\$3,390,000,) assesses only the same low rate.

Napa County, with three millions (\$3,000,000) of assessable property, raises the same low rate of County School tax.

Table nine exhibits the amount of assessable property last year in each county, and the rate of County School tax.

By reference to Table seven, showing the amount of money raised last year by county tax in each county for the education of each child between four and eighteen years of age, we find that while San Francisco raised eleven dollars and ninety cents, (\$11 90,) San Luis Obispo raised *eighteen cents*! Seven counties raised less than one dollar; thirteen counties, more than one dollar and less than two; eleven counties, between two and three dollars; eight counties, between three and four dollars; two counties, between four and five dollars. Is any one so blind as not to perceive the need of legislative enactment to reach Boards of Supervisors, who, to save themselves a dollar a year on their taxable property, would be glad to close the doors of the School-houses nine months in the year?

Is it said the money raised by a State School tax would be unequally distributed among the counties on the present basis of apportionment according to the number of children? An examination of Table ten, exhibiting the amount which would be raised in each county by a half mill tax, and the amount which would be apportioned to each county, will show that very few counties either gain or lose anything, most of them receiving just about the amount they would raise.

San Francisco, in consequence of the great concentration of capital there, would raise thirty thousand dollars, (\$30,000,) and receive only sixteen thousand dollars, (\$16,000); but from the relation that city holds to the rest of the State, she can well afford to be liberal.

Shall we rely on the interest of the School Fund for the support of our Public Schools? Our School Fund amounts to less than a million of dollars, and it will not be largely increased for many years to come. The annual apportionment from that source amounts to only one dollar (\$1) per child; is that sufficient to properly educate the children?

Can it be said, in view of facts, that California is doing her full duty in maintaining Public Schools? She raises by taxation only four dollars and forty-two cents (\$4 42) per child, and the total amount raised from all sources, rate bills included, is only seven dollars (\$7 00.) Massachusetts raised by tax, last year, six dollars and forty-four cents (\$6 44) per child; and, as the cost of educating in California is at least four times as great as in that State, to make as liberal a provision, we ought to raise twenty-five dollars (\$25) per child. The cost of educating a child in the Public Schools for ten months in the year, in San Francisco, where it is made economical in consequence of classification, and the concentration of large numbers, is twenty-one dollars (\$21) per year. Is an average of seven dollars per child sufficient for the State at large? San Francisco derives from all sources an average of thirteen dollars and seventy cents (\$13 70) per child; and yet, with this liberal provision, the Public Schools are crowded to their utmost capacity, and one thousand children more would attend were room provided.

Is it wise for legislators to fold their arms in apathetic indifference, when TWENTY THOUSAND CHILDREN OF SCHOOL AGE, OR TWENTY-FIVE AND ONE-HALF PER CENT are reported as "NOT ATTENDING ANY SCHOOL?" Is this recognizing the principle "that it is the bounden duty of Government to provide for the instruction of all youth?" When the average length of time School is continued is only six months in the year, is it

probable that the children will be more than half educated? When the percentage of daily attendance on the Public Schools is only twenty-five per cent of the whole number of children in the State of School age, and the percentage of attendance on the whole number enrolled is only fifty-five per cent, can the State be said to educate her children?

When California has only two hundred and nineteen **FREE SCHOOLS** out of seven hundred and fifty-four Public Schools, can she boast of her liberality in the presence of the other loyal States, whose Schools are *all Free Schools*?

If one State in the Union needs a system of Free Schools more than any other, that State is California. Her population is drawn from all nations. The next generation will be a composite one, made up of the heterogeneous atoms of all nationalities. Nothing can Americanize these chaotic elements and breathe into them the spirit of our institutions but the Public Schools.

As the first step towards the organization of a system of Free Schools, and the better maintenance of the Public Schools, a special State School tax of half a mill on the dollar ought to be levied on the assessable property of the State. This would yield a revenue of at least seventy-five thousand dollars, (\$75,000.) or about one dollar per child—and two dollars per child on the number enrolled in the Public Schools. True, this would not make the Schools free, neither would it continue them ten months in the year; but it would give a fresh stimulus to county and district taxation, and, in four years, would, I believe, give the State a system of Schools virtually free.

The public opinion of the State is in advance of legislation. After travelling extensively through the State, addressing public assemblies, with every facility for careful observation, it is my opinion that the people would indorse this measure, were it submitted to a popular vote, by an overwhelming majority.

The following petition has been extensively circulated in the various School Districts throughout the State:

“ PETITION FOR STATE SCHOOL TAX.

“ *To the Honorable the Members of the Legislature of the State of California:*

“ WHEREAS, We believe that it is the duty of a representative government to maintain Public Schools as an act of self preservation, and that the property of the State should be taxed to educate the children of the State; and, whereas, the present School Fund is wholly inadequate to sustain a system of **FREE SCHOOLS**; we, the undersigned, qualified electors of the State of California, respectfully ask your honorable body to levy a **SPECIAL STATE TAX** of half a mill on the dollar, during the fiscal years eighteen hundred and sixty-four and eighteen hundred and sixty-five, the proceeds of the same to be disbursed in the same manner as the present State School Fund.”

All these petitions have not yet been returned to the Department of Public Instruction, and it is impossible to estimate the number of signatures obtained.

In the districts where they have been circulated, Teachers and School officers report that it was a rare exception to find a man declining to sign them, and that the only objection raised was that the petition did not ask for a higher tax.

The names attached to this petition will be entitled to the serious consideration of legislators. They will represent the substantial citizens of the State; men of families, men of property, men who, in attaching their names, considered it equivalent to voting the tax and paying it.

It may be urged that, necessary as this measure is, the financial condition of the State will not warrant the expenditure. But if we wait until there is a surplus in the Treasury, the children now in the State will have grown up, half educated men and women, or without any education whatever. True, the financial condition of the State, with a funded debt of three millions of dollars, and a floating debt of half a million, is bad enough; will it be bettered ten years hence, by having twenty-five thousand half educated boys admitted to the right of elective franchise? Does any legislator suppose that if every citizen in the State had been thoroughly educated in good Public Schools to a knowledge of his duties, such a debt would have been fastened upon this State by reckless expenditure, and by swindling schemes for plundering the Treasury? Shall we leave our children to suffer the same evils again in the future that we have borne in the past?

A State tax of half a mill on the dollar was levied last year, and is to be levied annually, for carrying on the work of building the State Capitol; shall the work of building School-houses cease? By the time the Capitol is finished it will have cost as much as all the School-houses in the State, built up to that time. Is it not quite as essential that houses should be erected for educating a hundred thousand electors, as that a costly pile should be built for the accommodation of a hundred and fifty legislators?

Is not the Department of Instruction as intimately connected with the material interests of the State as any other? The State, at a heavy expense, has been placed upon a military footing; is it any the less necessary for its preservation in its future, that it be placed on an educational footing? Are not educated, intelligent, patriotic men quite as efficient, as a means of defence, as iron-clads, or field batteries, or bayonets? The amount expended last year for Military Encampments was more than half as great as the whole amount expended on Public Schools; was it expended to any better purpose? Will it make better returns to the State?

The people, by an overwhelming majority, have voted seventy-five thousand dollars (\$75,000) for enlarging and completing the buildings of the Asylum for the Deaf and Dumb, and Blind. If they cheerfully vote seventy-five thousand dollars (\$75,000) for educating one hundred and sixty-six unfortunates in the State, will they not cheerfully raise a like sum for educating *twenty thousand children* in the full use of their faculties, who are growing up *not attending any School*? Are we taxed more heavily than the States which have borne the burden of the war? Are we so tax-ridden, and so poor, that we cannot raise one fourth as much for educating our children as Illinois, or Michigan, or Massachusetts? California stands to-day the most peaceful and the most prosperous State in the Union. When the people of other States, staggering under taxation, their sources of prosperity dried up, their able-bodied laborers more than decimated by the calls of the army—when they declare that not a dollar less shall be raised for Schools, that not a School-house shall be closed—shall California, of all the States, alone shrink back from the duty of educating her children? Shall all our inexhaustible resources of mineral wealth be expended on “feet,” and the brains of the children

be left undeveloped? Shall millions be expended in constructing a Pacific Railroad, and the State fail to lay the solid foundations of character and intelligence on which rest the permanent prosperity of the generation which will reap the benefits of that great highway of the world? Shall we make every sacrifice of men and money to maintain the Union for a generation unfitted, through want of education, to appreciate either our sacrifices, or the value of the inheritance we leave them?

The real wealth of the State lies, not in mines of silver, or gold, or copper; not in productive fields and fertile valleys; but in her educated men and intelligent free laborers. Educated mind has made the world rich by its creative power. The intelligent minds which have invented the hundreds of labor-saving machines in every department of industry, have created a wealth greater than the total product of the mines of Mexico, California, and Australia combined. All these inventions were once dim ideas in the busy brains of educated men—ignorance found out none of them.

How many feet of the Gould & Curry would it take to weigh down the value to the nation of the invention of Monitors and ironclads? For how much gold dust would the nation sell the invention of Parrott guns, and the artillery which is throwing Greek fire into Charleston, and battering down the crumbling ruins of Sumter? How many dollars is the electric telegraph worth? How many cattle, and horses, and copper mines, the invention of sewing machines? What influence is so mighty in developing this creative power of society, as the intelligence imparted in the Public Schools? Go to the Patent Office and find out how many inventions come from the land of Common Schools, and how many from the States that have failed to establish them.

Not many years ago, a member of the British Parliament urged as a reason against a system of national instruction, "that if they deprived the farmers of the labor of the children, agriculture could not be carried on, because there was no machinery to get the weeds out of the land."

The policy of New England always has been to send the children to School, and let Yankee ingenuity invent machines "to get the weeds out of the land."

She has "saved" enough by the invention of "machines," contrived by laboring men educated in her Schools, to pay for the whole cost of her Schools twice told.

An agricultural report says:

"The saving to the country from the improvements in ploughs alone, within the last twenty-five years, has been estimated at no less than ten millions of dollars a year in the work of teams, and one million in the price of ploughs, while the aggregate of the crops is supposed to have been increased by many millions of bushels."

The machinery brought into use since eighteen hundred and sixteen, is estimated to be equal to the labor of five hundred millions of men.

Ignorance never invented a machine to save the labor of a single man.

The life of the nation lies not in a few great men, not in a few brilliant minds, but is made up of the men who drive the plough, who build the ships, who run the mills, and fill the machine shops, who build the locomotives and steam engines, who construct the railroads, who delve

in the mines, who cast the cannon, who man the ironclads and gunboats, who shoulder the musket, and who do the fighting; these constitute the life and strength of the nation; and it is with all these men that the Public Schools have done and are now doing their beneficent work. The nation will not be saved by any one "great man;" the bone and muscle of intelligent laboring men must work out its salvation. Blundering statesmen may mar the fortunes of the war; General after General may show up his own incompetence; the concentrated and consolidated intelligence of the working men and fighting men will, in the end, prove victorious. When the bayonet has done its work, the ballot box must protect the freedom won on the battle field. When every ballot represents an idea, and falls electrified with intelligence to "execute a freeman's will," the States will revolve harmoniously around the central sun of a consolidated Union; no star will shoot off in eccentric orbit into the chaos of disunion, or the cometary darkness and desolation of secession.

THE SCHOOLS AND THE STATE.

The highest purpose of the Public School is to train its scholars to become good citizens of the community, the State, and the Nation. In a government where all power emanates directly from the people, and where public opinion makes and unmakes constitutions at will, the vital relation to the State of the Schools in which the vast majority of the people are educated, must be self-evident. And where citizens are called from the common walks of life to administer the laws, it is equally evident that, not only is intellectual training needed, but that an education is necessary which shall train to a high standard of honor, of honesty, of integrity.

The right of elective franchise is the highest duty and the dearest privilege of an American citizen; yet what is it worth unless the elector can decide for himself the political questions on which he is called to cast his vote? Failing to think for himself, he is as much the serf of some political master as was "Gurth, the born thrall of Cedric the Saxon." The right of trial by jury—what is it but a mockery, when ignorance and prejudice sit in the jury box?

County, township, and district offices, all must be filled by citizens selected from the ordinary walks of life; will the laws be well administered by men either uneducated or wrongly educated? Wealth may be transmitted from father to son, from generation to generation; but character, intelligence, and morality, must be taught anew to each generation.

It is not enough, then, that the Public Schools teach how to read, and write, and cypher. They have a higher and nobler mission. Education implies development, training, discipline, a repression of bad tendencies, as well as the culture of good ones. The Schools, in addition to intellectual training, and beyond it, should train to habits of obedience and subordination; should inculcate love of country, love of liberty, and patriotism; and should impart some knowledge of State and National Government, and the duties, rights, privileges, and honors of an

American citizen. "A man who cannot read," says President Wayland, "is a being not contemplated by the genius of the American Constitution." Does it contemplate the existence of any citizen who cannot, to some extent, understand and comprehend its provisions? How many electors in this State annually cast their votes into the ballot boxes, who have never even read the State Constitution? How many American citizens who never read the Constitution of the United States, every four years vote for a President?

There is good reason for believing that the Public Schools fail to do their full duty in training boys to a knowledge of the first principles of our Government, and the duties of good citizens. There are not a few Teachers, even, judging from examination papers, who have a very confused notion of the Government under which they live. The lessons taught by the war should bring the Schools up to their full duty in this respect.

The following resolutions were unanimously adopted in the last National Teachers' Convention, held in Chicago, on the fifth of August, eighteen hundred and sixty-three:

"WHEREAS, in a Democratic Government, wherein the people are of necessity the sovereigns, it is indispensable to the prosperity and perpetuity of such Government that these sovereigns, the people, understand the principles of said Government; and, *whereas*, the exigencies of the times demand the highest intelligence and purest patriotism; therefore,

"*Resolved*, 1. That it is imperative that the History, the Polity, and the Constitution of our Government be taught in all our Schools wherein the maturity of the pupils is equal to the subjects.

"*Resolved*, 2. That this Association earnestly commends this subject to the attention of Teachers, Trustees, and Committeemen throughout the nation.

"*Resolved*, 3. That this teaching should never be prostituted to the inculcation of merely partisan sentiments and principles."

Hon. D. N. Camp, State Superintendent of Connecticut, says on this topic:

"Thus far, allusion has been made to the knowledge requisite when considering only the physical interests of society. But man has also duties and privileges in relation to those higher social, political, and religious interests, by which he is connected with every other person in society, and for which his education should prepare him. These interests require a knowledge of the principles of government, and especially of our State and National Constitutions and laws, of the general principles of political and social science, and of the unwritten laws of social action and social intercourse.

"Our country has been engaged in conducting the great experiment of the application of the democratic theory of government to a large State, and ere a single century has elapsed, in the midst of unexampled prosperity, the very existence of the Government has been put to a trial perhaps unequalled in the history of the world. Though there may be no doubt as to the final results, and the Government may come out of this trial stronger at home and more respected abroad, yet questions must arise in the future which will demand profound thought and intelligent action. These are not mere questions of party politics, but propositions

which lie at the very foundation of this Government, and which will require a practical decision by every citizen. No one can fail to see that the events of the last year have demonstrated not only the necessity to a free country of universal education, but of more thorough instruction in the science of government and in the theory and practice of private and public morals."

Hon. Newton Bateman, ex-Superintendent of Public Instruction of the State of Illinois, in his fourth annual report, eighteen hundred and sixty-three, so eloquently and ably sets forth the necessity and importance of such instruction that I quote his views at length :

"What, then, is the duty of our Public Schools in this matter? What can they and must they do to remedy the wide-spread and fatal popular ignorance of the fundamental principles of our political system and institutions, and of the rights and duties of citizens?

"Let the Constitution itself, the great organic embodiment of our political system, be made a class-book and diligently studied in all our Normal and High Schools, and in the most advanced departments of all our graded Schools. Does this proposal to make our older School boys students of constitutional law excite a smile? Why should it? Is it because the subject is deemed too difficult for minds so immature? If it were proposed to impart a knowledge of the fundamental law that should rival in depth and grasp that possessed by Marshall, and Story, and Webster, the objection would indeed be well founded, and the suggestion absurd. But if it is assumed that elementary ideas of incalculable value may not be thus imparted—clearly, explicitly, and impressively—ideas that shall bear the same relation to the whole science of government, that the acquisitions of the same students in the same Schools and in the same time, in grammar, bear to the whole science of language; or in algebra, to the whole science of mathematics; if *this* is the point of incredulity, the assumption is believed to be utterly unreasonable and erroneous.

"The system of government infolded in the Constitution is simple, progressive, and harmonious. Its axioms, postulates, arguments, and logical sequences, are as clearly defined and as intelligible as those of any other science of the same class. It admits of definitions, analysis, and synthesis, as much as natural, moral, or mental philosophy. Indeed, its rudimentary principles are far more easily comprehended than those of the sciences named, and many others.

"It is more difficult to define the word 'Republic,' than the word 'Preposition;' or 'Constitution,' than 'Case?'

"Shall a boy understand this: 'A noun may be indirectly modified or limited by another noun, connected with it by a word usually placed before it, and therefore called a preposition,' and *fail* to understand this: 'A Republic is a community in which the people govern?'

"Is the intellect that can comprehend this: 'When a noun is used as the subject of a sentence, or to explain or describe it, denoting the same person or thing; or to limit the predicate denoting the same person or thing as the subject; it is in the nominative case,'—too feeble to comprehend this: 'The Constitution is the fundamental law which prescribes the manner in which the Government shall execute its authority?'

"Yet two of these definitions are taken from the work of a profound legal writer, and the other two from a popular *elementary* treatise on English Grammar!

"Is the *style* of the Constitution less captivating than that of grammar? 'We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.'

"So reads the preamble of the great instrument of seventeen hundred and eighty-seven, which some suppose to be too dry and metaphysical for the imaginative natures of School boys.

"'A complex sentence is one that contains dissimilar propositions. The propositions or clauses of a complex sentence are connected by subordinate conjunctions, conjunctive adverbs, relative pronouns, phrases, or incorporation, as, "The wicked flee, when no man pursues."' So reads a paragraph in a prominent text book on grammar, which is considered suitable for pupils scarcely in their teens.

"Is the *instruction* contained in the Constitution as *practical* and *valuable* as that given in the institutes of grammar?

"Says the Constitution: 'No title of nobility shall be granted by the United States, and no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title of any kind whatever, from any king, prince, or foreign State.'

"Says grammar: 'Some words represent principal ideas; others, the idea of their relation. The union or relation of words must correspond to the union or relation of the ideas expressed—hence, words are united immediately, or by a connective.'

"Again: 'Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.'

"Per contra: 'The double compact is two single compacts united; making one compact with four parts. There are two species; the affirmative and negative. Of the negative double compact, the first part begins with *therefore*, expressed or understood; the second, with *for* or *because*; the third with *but*, having *therefore* understood; and the fourth, with *for* or *because*.'

"These comparisons, it must be allowed, are suggestive. If they appear whimsical, or even ludicrous, they cannot be more so than the preposterous notion that the youth who can master the most formidable technology, wilderness-like details, and tortuous subtleties of 'Greene's Analysis,' and 'Covell's Digest,' is incompetent to grapple, with at least an equal chance of success, with the terse, simple, direct, magnificent sentences of the great American Constitution. And yet the former are Common School treatises, prepared in sober earnest by practical men, and supposed to be fully within the scope of ordinary juvenile ability—while the latter, with its wonderful treasures of political wisdom, its sententious strength, and beauty, is excluded.

"It is unhesitatingly affirmed, from a careful study of the Constitution itself, from actual experience of its use in School, and from observation of the results of such use by others, that a clear outline of the historic events which culminated in the celebrated Convention of seventeen hundred and eighty-seven, and of the tone, spirit, and substance of the two great antagonistic elements that characterized the discussions of that memorable body, could be acquired—that a well digested and harmonious view of the sublime fabric of organic law and political science,

which was the mature and glorious fruit of the deliberations of those illustrious men, could be mastered—nay, that every line and word of the whole instrument, and all its amendments, article by article, section by section, and point by point, could be committed indelibly *to memory*, in less time than is required to master, with equal thoroughness, either Greene's Analysis, or Covell's Digest, or the rudiments of Latin, or the rudiments of Greek, or fractions in arithmetic, or the elements of algebra, or three books of Euclid.

“And what resources of antithesis are adequate to depict the relative value to a plain practical citizen of the former and either of the latter acquisitions?”

“Is it no mean acquisition to be able to analyze a sentence, resolve it into its elements, determine the logical and grammatical relations and dependence of the several parts, and apply the arbitrary rules of construction? Admitted. But is it a meaner acquisition to be able to analyze the vast and complicated mechanism of civil government, resolve it into its constituent elements, determine the harmonious relations of the component parts, adjust the sphere within which it shall be the province of each to act, and apply to the whole the everlasting rules of mutual and co-ordinate accountability? Is it more important for an American student to know that the verbs of his language are divided into three classes: active, passive, and neuter; than to know that the Government of his country is divided into three great departments: legislative, judicial, and executive? or to understand the appropriate functions and attributes of each of the former, than of each of the latter?”

“Is it a better preparation for American citizenship to know that, ‘prepositions govern the objective case;’ than to know that, ‘the Federal Constitution, and the laws of the United States made in pursuance thereof, shall be the supreme law of the land, anything in the Constitution or laws of any State to the contrary notwithstanding?’”

“True, the student of language is able to announce the important fact that the indicative mode has six tenses, namely: ‘Present, imperfect, perfect, pluperfect, future, and future-perfect’—but then, the student of our fundamental law is able also to state that the people of the United States, in establishing the Constitution, had in view six distinct objects, namely: ‘To form a more perfect union—establish justice—insure domestic tranquillity—provide for the common defence—promote the general welfare—and secure the blessings of liberty to themselves and their posterity.’”

“But is it not time to baptize our sons afresh in the wisdom of the fathers? Is not the Government falling to pieces because, among other reasons, the people do not understand, and therefore do not reverently love and jealously guard our glorious national polity?”

“And as the Christian resorts to his Bible for light and safety when his heart is sad, and his faith eclipsed, and calamities are upon him, and the sweet heavens are wrapped in blackness—so, shall not the patriot fly to the national patristic Scriptures, his political Bible, the Constitution, when his hopes fail, and impending ruin seems ready to burst upon his country? Is there any other refuge, any clearer light, any safer or surer guide? Shall he look for instruction to the political press? Great as is its power, and indispensable its agency in wielding all the forces of modern civilization, the press cannot afford that systematic and thorough exposition of our national law and polity which our youth must have. Such is not its province or claim. Shall he apply to professional politicians? Too few of them have the requisite wisdom and

candor—too few of them accept or comprehend that beautiful definition of politics: ‘The art of making a people happy.’

“In the midst of the waves and the darkness, the Constitution lifts its beacon light, and sounding through the night and the storm, ring out the voices of Washington, Franklin, Livingston, Madison, Pinckney, and their associates. To the suicidal dogma of the inherent right of secession, their terse and solemn answer is: ‘No, *never*.’ We ordained this constitution in order to ‘form a more *perfect* UNION.’

“Does the doctrine of ‘State Rights’ menace the Federal prerogative? Their emphatic answer is: ‘This Constitution shall be **THE SUPREME LAW OF THE LAND**; anything in the Constitution or **LAWS OF ANY STATE** to the contrary notwithstanding.’

“Does the Federal power threaten to overshadow the States, and endanger the liberties of the people? The authoritative voice of the fathers again replies: ‘The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, *are reserved to the States respectively, or to the people*.’

“Does any one seek to soften the crime of Davis and his fellow-conspirators, and give it a milder name than *treason*? Loud and clear peals out again the decisive voice of Washington and his compeers: ‘*Treason* against the United States shall consist in **LEVYING WAR** against them.’ *Are* they making war upon the Government? Then *Washington* pronounces them **TRAITORS**.

“Is the personal liberty or private property of the citizen imperilled by abuse of the writ of search and seizure? The nameless atrocities committed under color of the license granted to officers of the law by the *General Warrants* of English history, are peremptorily prohibited by our organic law. Its language is: ‘The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, *shall not be violated*, and no warrants shall issue but upon probable *cause*, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.’

“Do the people complain of injustice and partiality in the trial of criminal prosecutions? Again the Constitution utters its clear and emphatic corrective: ‘In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, and to be informed of the nature and cause of the accusation, to be confronted with the witnesses against him, to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.’

“And so we may pass, step by step, through the whole instrument, and our admiration of its wonderful wisdom, comprehensiveness, and adaptation to all the circumstances and contingencies of the Government, at home and abroad, in peace and war, will increase to the end.

“It erects an impregnable bulwark against the presumptuous encroachments alike of State and Federal power; it throws the shield of its love and protection around the life and property of the humblest loyal citizen; while its ponderous arm is mailed with iron to crush its enemies, domestic or foreign, its care is as minute and its tenderness as paternal, as its presence is ubiquitous and its power irresistible. Now it rescues a child from the grasp of a despot and softly restores it to the mother’s heart; now it storms a fortress or sinks a navy with its invincible artillery. From preamble to the bill of rights, it is the grandest exponent and safeguard of constitutional liberty, the sublimest embodiment of political wisdom that the world ever saw.

“And especially now, when the everlasting lights of the Republic are in danger of being extinguished by the fury of the tempest, and the political vessel freighted with the hopes of ourselves and our posterity is driving in darkness upon the rocks, is it meet to recur for instruction to the chart of the political ocean traced by the fathers. The Constitution is the ‘right bower’ of safety in this tempest—it is able to save us even now—it is strong enough and broad enough for even this emergency—let us trust to it, resolved ‘*never to give up the ship.*’ It is in this way only that our people will have an unerring standard by which to judge of public measures, and determine their duty as citizens. Without this they will continue to be driven about by every wind of political doctrine, a prey to the wildest theories and the most profligate demagogues. To save a popular Government, the people must understand it; in no other way can they with certainty bring their whole strength to support the right and oppose the wrong. Let these things be taught in our Public Schools.

“These views are based upon the assumed *fact* of the amazing ignorance of the mass of our citizens in respect to the Government under which they live. Is the assumption challenged? Is issue taken on the question of fact? The criterion is practical and easily applied. Let such questions as the following be propounded: What three forms of government existed among the thirteen original colonies, prior to the Revolution? Define each of those three forms of government. Which of the colonies were under a Provincial or Royal Government? Which were under a Proprietary Government? Which of them had Charter Governments? Through what three distinct forms has the Government of the United States passed? When did each form begin and end? What is the history of the Articles of Confederation? What led to the abandonment of the Confederate form of Government, and the adoption of the Constitutional? What States were represented in the Constitutional Convention? Who was chosen President? Who were the delegates? When did the present Constitution go into operation, that is, how long has the present form of government existed? Give an analysis of the fundamental law. State ‘the principles upon which the government is founded—the political and individual rights of the citizens—and the manner in which the sovereign powers are organized, distributed, and administered.’ These points are few, and strictly elementary, yet how many of our citizens can answer them? Can one in a hundred of the uneducated? Can one in ten of the boys in the advanced classes of our graded and high Schools? Can *all* the graduates of our Colleges, Seminaries, and Universities, answer them?

“Supplementary to the theory and framework of our political system as described in its organic law, let our sons be imbued with an exalted sense of the elements and obligations of the citizenship which it creates. Let our sons be taught in the Public Schools that they have duties to perform as well as rights to enjoy. Teach them that liberty is not license to do as they please. Never was there in the minds of American youth an idea so common, and at the same time so radically and fatally wrong as this. No definition of the word could be wider of the truth. God never made such liberty as that. And the School boy who has no other conception of it, has yet to begin the alphabet of American citizenship.

“We of this generation shall not live to see the fruition of our labors and hopes; but we must sow that our children may reap. He who has no heart to plant the goodly tree, because *he* will never sit beneath its friendly shade—who does not find requital for his toil in the thought

that his children and children's children will be benefited by it, is not equal to the demands of times like these. Let us begin the good work now; let us teach our sons, in the Public Schools, to add to obedience, rectitude; to rectitude, a knowledge of the organic law; of the true nature of liberty and equality, and of the transcendent importance and solemn duty of elevating the whole body of the people to a fitness for the duties of citizenship.

"The past four years have been most eventful. When I entered this office, in January, eighteen hundred and fifty-nine, we were a united, powerful, and prosperous people; as I leave it, in January, eighteen hundred and sixty-three, we are in the fiery crucible of war and commotion, if not in the throes of national dissolution. It sometimes seems like a horrid dream, from which we shall surely awake to find all as it was—one country, one flag, one destiny. I yet have faith in God, in the patriotism of our people, and in the justice of our cause. But whatever the future, the sacred duties we owe to ourselves and our children cannot be neglected or deferred; our solemn obligations in these respects are not diminished, but enhanced, by the perils and darkness which environ the nation. If the safeguards of a virtuous education are essential in peace, they are still more so amid the downward tendencies incident to a state of war.

"I love the commonwealth of Illinois. Arriving upon her soil in early childhood, all the years of my youth, manhood, and maturity, are associated with her history and progress. Her amazing resources were then undeveloped; her great career as a State was just commencing. For thirty years I have observed her growth, sympathized in her struggles, and rejoiced in her prosperity. To-day she is the fourth State of the Union in population, and, with pardonable pride, be it said, the first State *for* the Union, in the relative number, if not in the heroic achievements, of her citizen soldiery. May the day never dawn when one shall blush to say that he is an Illinoisan. I long to see this great State as distinguished for the intelligence, integrity, and honor of her people, as she is for the elements of material wealth and greatness; that she may be prepared for the exalted destiny which God and Nature have placed within her grasp."

PUBLIC SCHOOLS AND PATRIOTISM.

A distinguished rebel contemptuously said, not long ago, "The Grand Army of the North is the offshoot, the legitimate fruit of Free Schools." He spoke truly, and with equal truth we may say that treason, rebellion, and anarchy, are the apples of Sodom, which spring up in States where Free Schools cannot take root.

Three years ago, so politically demoralized was the Nation, it seemed as if patriotism had been buried in the graves of the fathers of the Republic; but it was only latent, and the events of the war have proved that the Schools had been silently educating the people to an intelligent comprehension of the value of constitutional liberty, and to a deep love of country.

The Teachers of the Public Schools, as a class, have been second to none in patriotic devotion to the Union. The various Normal Schools have sent more than their full quotas to the war. Illinois has sent not

less than three thousand Teachers into the army. In one county not a single male Teacher was left. Ohio has sent five thousand Teachers into the army, or one half of the young men who were teaching at the breaking out of the rebellion.

Says the State Superintendent: "So far as I am informed, none of our five thousand Teacher-soldiers have done dishonor to their new calling. In the camp, on the march, and in the hour of battle, they have been true to their country; as patient, as enduring, and as brave as the best of all our troops. Ohio may well be proud of these, her sons."

New York has sent not less than three thousand of her Teachers from the School-room to the battle field. The number sent from other States is not returned; but all the reports bear witness to their practical patriotism.

California is so far removed from the scene of conflict that few of her Teachers have entered the army. The old corps of San Francisco Teachers is represented by Captain J. C. Morrill, who is as popular among the "boys" of his command as he was among the boys of the Spring Valley School.

The men who were trained when boys in the Public Schools, are the men who make up the rank and file of the army, who carry the muskets, dig the trenches, and do the hard fighting. The School reports of other States are full of recognitions of this fact, and I cannot forbear quoting a few extracts in this connection.

The Massachusetts report says:

"The Common Schools of the Free States are now fighting the battles of the Union, and will triumph over the rebellion. Our Union armies are strong in an intelligence derived from the Schools. Educated mind makes men better soldiers, as it makes men better for every other work. Educated men fight better than other men, because they put thought into war. Thus it is true that 'bayonets think.' The volunteer soldiers who sprang to arms from a thousand valleys of the North, from the hills of New Hampshire and Vermont, from the prairies of Illinois, from the shores of Maine and Massachusetts, from the machine shops and manufactories, from the broad, sunny farms of New York, and Pennsylvania, and Ohio—came because they saw and felt the importance of the hour. This 'rising of a great people' was the work of our Common Schools. Only a Nation thoroughly educated, like ours, could thus extemporize armies and navies, and in a few months change all its habits to meet the exigencies of the occasion. Europe looks with astonishment at us, unable to comprehend how a Nation so unmilitary as ours, can rise up in a day armed for one of the greatest struggles the world has seen. She cannot understand how a people, unaccustomed to any restraint except its own will, can at once submit to the most arbitrary acts of Government, and to the surrender of all the guarantees of freedom. She is amazed to see a people, unaccustomed to taxation, clamoring to be taxed. While she is dogmatically declaring our Union at an end, she sees it rising up stronger than ever."

The Boston School report says:

"Our Schools were founded in poverty and adversity, and maintained

through wars and revolutions. They have come down to us, a sacred trust. We are not departing from the principles of the founders of these institutions when we encourage self-denial, generosity, and kind thoughtfulness for the welfare of others. Nor are we deviating from the pursuit of the great objects of public education when, not satisfied with teaching useful facts, strengthening the memory, and developing the intellectual powers, we cherish the virtues of loyalty and patriotism, foster the growth of the best feelings of the heart, and endeavor to train up in habits of obedience, truth, and honesty, the citizens of the Commonwealth."

The Superintendent of Maine, Hon. E. P. Weston, says :

"I have found the Teachers and pupils of some Schools warmly interested in responding to the calls from battle fields and Hospitals for aid to the sick and wounded. Many a little School girl has taken her first lesson in the love and service of her country, while sewing bandages or scraping lint for the wounded soldiers; dropping great tears, perhaps, among the shreds, as she thought of brother or neighbor in the army who might need for himself the very service she was rendering.

"In other Schools the pupils have been receiving lessons in geography, history, and patriotism together; while they have traced the march of our armies, and marked with breathless interest every noble strike for God and their country, or grown pale with indignation at the intelligence of cowardly and traitorous defeat. The School-rooms of our land, to-day, cannot be better employed than in learning all that is possible of the geography and history of this terrible conflict. Let the chronicles of the war, every day written, be stereotyped in their memories forever.

"In many of our Schools, primary and higher, I have been greeted with patriotic songs; such as, 'My Country, 'tis of Thee,' 'The Star-spangled Banner,' 'The Red, White, and Blue,' the 'Liberty or Death' of the old Marseillaise, and others of like spirit, poured from hearts and voices on fire with the noble sentiments which they expressed. The influence of these songs of liberty, as sung by our young patriots, in School or elsewhere, and made familiar to the ears and hearts of the people, is proverbially more powerful than laws and Constitutions—than the clearest deductions and cold utterances of political philosophy. Nor can even popular oratory, however impassioned, arouse the fires of patriotism in an assembly like 'The Dear Old Flag,' and 'The Land of the Free.' I would encourage singing in all our Schools, not only for its general influences, but for its special power in this direction.

"There is another incidental exercise for the School-room closely allied to this. I refer to the reading, or if you please, to the studying of *the literature of liberty*; not of our own country alone, but of all liberty-loving nations. The oratory, the narrative, and the poetry, which have been begotten of the love of liberty, in all the history of her struggles against oppression, constitute a most interesting chapter of the world's literature. If our young people in the Schools were taken no farther back than to the times which preceded the Revolution, to study the speeches which sprung from the heads and hearts of Fisher Ames and Patrick Henry, and the Adamses, and the events which followed, it would be a most appropriate and valuable incidental training for the times. Let them add in the same kind, the addresses of Webster at the founding and completion of Bunker Hill Monument, and Everett's oration at the Anniversary of the Pilgrims' Landing. Let them also become familiar

with the songs of liberty which our more recent poets—Bryant, and Longfellow, and Whittier—have uttered. They will thus cultivate within them a love for truth and beauty, liberty and patriotism together; the influence of which will be felt in their whole after life, as citizens of the Great Republic.”

The law requiring Teachers to take the oath of allegiance requires them to “teach those under their charge to love, reverence, and uphold the Constitution and Government of the United States.” There are still a few Schools in the State where Teachers hardly dare to breathe the word patriotism; a few where the national patriotic songs are “contraband;” a few where the under-current of the Teacher’s influence is anything but patriotic. But the spirit of the great majority of the Teachers of the State is well expressed in the following resolutions, unanimously adopted by the State Institute last May:

“*Resolved*, That we, Teachers in the Public Schools of this State, regard it as a sacred duty and a welcome task, to instil in the minds and hearts of the young an undying love for their country, and an unwavering devotion to our National flag.

“*Resolved*, That the Teachers of our country who are battling for the unity and perpetuity of our National Government, are entitled to all honor, and we bid them Godspeed in the work of suppressing a rebellion which is opposed alike to the cause of popular education and the spirit of modern civilization.

“*Resolved*, That on the last School day preceding the Twenty-Second of February, and also on the Fourth of July, we read, annually, to our Schools, ‘Washington’s Farewell Address,’ and the ‘Declaration of Independence.’”

The children in the Public Schools of San Francisco have given their patriotism a practical direction by contributing largely to the Sanitary Fund. One noble little fellow in the Rincon School, only seven years old, carried to his Teacher his little tin “Savings’ Bank,” which contained seven dollars, his little hoardings for several years, saying: “When I woke up this morning I thought I would give this for the sick and wounded soldiers.” He is dead now, but hundreds of boys and girls will remember, when they have grown to be men and women, and when the war will be only a subject of history and tradition, the self-sacrificing patriotism of this little boy in the Public Schools. But, while the spirit of the Schools is unmistakably loyal, there is too little systematic endeavor to directly inculcate a devoted and patriotic love of country, which, next to the worship of the Great Father of us all, is the deepest and grandest emotion of the human heart.

In a majority of our Public Schools, the study of the history of our own country is utterly neglected.

Some Teachers and Trustees, who think that education is bound up in the covers of the text book or arithmetic, and who gaze with more delight on the algebraic symbols of the blackboard than on the stars of our national flag, consider it a waste of time to study history; and others, knowing nothing of it themselves, are content to leave their pupils in the same condition. The number of boys and girls in our Schools above the age of fifteen, who know as little of the history of their native country as of China, is not limited by hundreds.

How can boys be expected to have any national pride when the whole

glorious record of our country is a sealed volume to them? Chronological tables of dates, the chaff of history, are of little consequence; verbatim recitations of memorized pages of unimportant details are little better than a waste of time; but the spirit of American history can be infused into scholars by any Teacher who possesses a spark of it himself, without interference with what are termed the "regular" studies of the School-room.

The patriotic lessons of our national history ought not to be subordinate to those of the multiplication table. Many a dull boy will be made alive, and many a vacant eye lighted with attention, when some story of the Revolution is told by a Teacher who knows how to stir young hearts. The heroic chapters of our history—let them be learned by heart, committed to memory, told over and over again, and interwoven with every memory of School days. The story of the sufferings, privations, and dangers of the early settlers who founded the Nation; the stubborn instinct with which the Colonists clung to principle, in the preliminary struggles of the Revolution; the character of Washington, and how politicians intrigued to remove him from the head of the army when victory failed to crown its banners; the heroic endurance of the old Continentals in the log huts of Valley Forge, starving, sick, bare-foot in mid-winter; the daring of "Old Put," "Mad Anthony," and Ethan Allen; the story of Lafayette, which ought to be told again to Louis Napoleon; the damning treason of Benedict Arnold, the Copperhead, whose "conditional loyalty" depended on place and promotion; how the disgrace of the "Tories," those constitutional peace men of the Revolution, clung like the shirt of Nessus to their descendants; how "Old Hickory" treated the British invaders, meddlesome Judges, Calhoun, South Carolina, and nullification; how Webster and Clay stood by the Constitution and the Union—all these, and a hundred more, should be told till they are familiar as household tales.

Hon. J. S. Adams, State Superintendent of Vermont, says in his last report:

"The Prussians say that 'whatever you would have appear in a nation's life, you must put into its Schools;' and if this maxim be ever or anywhere true, how much more so now and here. If we would have courage, devotion, and a highminded patriotism to be the dominant traits of our national or State character, we must teach them in our Schools.

"It is worse than idle to suppose that arithmetic and grammar, science and the classics, everything that is worthy of acquisition, is to be taught with diligent and painful labor, while we may expect that an unselfish love of country and home will come as it were by instinct, unsought, and untaught. We must *teach* our children in the earlier and fresher days of youth, to become brave, and true, and magnanimous.

"The qualifications of citizens for the duties of their citizenship is the end and purpose for which Schools were established. Why, then, do they so carefully attend to the mint and cumin of arithmetic and grammar, and neglect the weightier matter of the direct qualification of youth for the duties of citizenship? When we find in our Schools upwards of forty thousand children studying arithmetic, the fact that there is probably not a single class in all the Schools who are receiving instruction in regard to the Government and Constitution of our own State, is strong proof of a serious deficiency.

"But an intelligent citizenship requires a clear head as well as a warm and true heart; it needs ability as well as true heartedness. He who is

shortly to become a legal voter, and therefore a sovereign lawmaker of a republican commonwealth, will of necessity have force and usefulness in direct proportion to his acquaintance with the Government, laws, institutions, condition, capacities, and wants of the State. A special and accurate knowledge of the geography and history, the resources, the capacities, the laws and institutions of Vermont, then, is a legitimate, and should be the leading object of instruction in Vermont Schools.

“The neglect of these things in our Schools is so entire as to have the appearance of design rather than accident. As was remarked in a preceding quotation from the last report, ignorance of the history and geography of our own State seems to be the rule, rather than the exception; and in this respect we stand in marked contrast with some of our neighbors. The general familiarity of the pupils of many of the Massachusetts Schools with the history and geography of their own State, is singularly pleasing to a stranger; her history is made a common study, and in the hearts of her children, Plymouth Rock and Bunker Hill are words of deep significance—the landing of the Pilgrim Fathers, and the struggles of Lexington and Concord have consecrated the soil of the ‘Old Bay State’ to the undying veneration of her children. Wherever you enter the Public Schools, maps of Massachusetts, and charts and books upon her resources and capacities abound, and constant dwelling upon the theme has made a patriotic attachment to their State and country a proverbial and almost an inevitable trait of her people.

“The most singular fact that can be stated in connection with our Public Schools, is that while ostensibly and really established for the purpose of teaching our children how well to discharge the duties of their future citizenship, this particular subject is almost the only one in the whole range of scholastic attainments that receives absolutely no attention whatever.

“There can surely be no room for doubt in this matter. Freemen, in the true sense of the word; cannot happen like accidental fires, or grow like turnips. The play of Othello, without any mention of the Moor himself, would be a monument of sagacity by the side of a republican School, organized expressly to impart all necessary qualifications to republican citizens, that should never teach even the simplest elements of the principles of republican institutions.

“These grand fundamental principles should then be regularly taught in all our Schools. The minds and hearts of our children should grow daily in constant familiarity with those moral and political principles that precede and underlie all possible republicanism.

“Nor is this all. The State Bill of Rights, and the leading features of the State and National Constitutions, with a knowledge of the different departments of Government, both State and National, together with some acquaintance with the method of making and executing laws, should be topics of common conversation and particular instruction in every Common School, to all the older pupils at least.”

In an address before the New York State Teachers' Association, President Pomeroy thus eloquently sets forth the relation of Public School education to the Government:

“A remarkable statement is recorded in the archives at Washington. It stands vouched for by the signature of the President. ‘I allude to the circumstance that in the old army and navy of the United States, not a private was found willing to join the insurgents, or could be in-

duced to join them, in their mad revolt against the Government. In these two branches of the public service the rebellion was confined entirely to the officers; while in the country at large it originally embraced none but the leading politicians and the few over whom they were able to exercise a controlling influence.

"These officers and leaders were the most intelligent men of their section; many of them possessed of fine scholastic attainments, and the most liberal culture. Now, if education is to be regarded as the principal safeguard of the Nation, why is it that we find the Constitution set at defiance, their sworn allegiance abrogated, and the Government brought into peril, by these educated men? At first view, one would be led to suppose, either that our theory of universal education, as we have understood it, was a fallacy, or that our systems of education were not what they ought to be. The supposition may be partially correct on both these points, but before passing judgment too hastily, there are other facts to be considered, which present the subject in a somewhat different aspect.

"The unconditional outspoken loyalty of the country is found only in those sections where Schools are most abundant and best appreciated—and where education is the freest. I believe it will be found true, that just in proportion as the privileges of School instruction are withheld from the masses of the people, or in proportion as these privileges are disregarded by them, just in that proportion disloyalty prevails. As those are provided, this disappears. The New England States, for instance, are the most intensely educational, and I think it will not be denied that they have shown themselves the most intensely loyal; though no invidious distinctions should be made, of course, between States that are absolutely loyal. The Cotton States, where a general diffusion of educational privileges is more restricted than in other parts of the country, (and necessarily so,) were the first to raise the standard of revolt, and have been all the time most unanimous and bitter in their opposition to the Government. And anywhere at the North, in those localities where the least attention is given to education, and the least provision made for the support of Schools, we find the sympathies of the people most inclined to favor the cause of treason. In southern Illinois, for instance—often called the Egypt of that State, on account of its educational darkness—the School privileges of the children, and the heart-felt loyalty of the people, are equally deficient and unpopular.

"This is true, also, of southern Indiana—western Tennessee—northern Missouri—and some parts of Kentucky. And so with the country at large—North or South—the education and intelligence of the masses of the people, may everywhere be taken as a true gauge of their loyalty. The rule will apply with equal certainty to the wards of our Northern cities—and to neighborhoods in the country. In those wards and neighborhoods where ignorance and vice are the ruling characteristics of the people, evidence is not wanting to show that there, and there only, rebellion has its truest Northern partisans; there secession finds its counterpart.

"These are facts of overwhelming importance. They prove, or, at least, justify the inference, that however much our Schools may have seemed to come short of that desirable result which reduces the general aggregate of crime, they are sure and unfailing nurseries of loyalty to the Government.

"But while we perceive the importance of universal education, as a political necessity of the country, we must not forget that this war

teaches another great lesson, equally suggestive to the Educator and the Statesman—that a monopoly of learning is no less dangerous, and is, perhaps even more dangerous than a deficiency of intelligence. The two extremes are to be equally avoided if we would preserve our national integrity from overthrow and decay.

“Of the two hundred and thirty-eight Colleges in the United States, according to the census of eighteen hundred and fifty, one hundred and twenty-four were located South, with a nominal population of about six millions to support them, though less than one tenth of this population are the only real patrons those institutions ever have, or are ever expected to have. The other one hundred and fourteen—considerably less than one half—belong to the North, and accommodate a population of over twenty millions. In addition to this, our Northern Colleges are often filled with Southern students, but it rarely happens that Northern students are sent to Southern Colleges.

“Since they have few Schools accessible to the poor, as compared with the number of persons embraced in that large class of their population, it follows that education with them is confined almost entirely to the ranks of the aristocracy—those who are able to send their children to the higher Seminaries of learning, or employ private tutors for them at home. The great majority of the people are too poor to do this, in any part of the country, or in any part of the world. Hence there is a monopoly of learning with them; and whenever such a monopoly exists, society will soon come to discharge all its functions in accordance with the leading political idea of Calhoun—A few to think; the many to work. From this the transition is easy and natural to the later maxim of his numerous disciples—The thinkers to rule; the workers to serve. Conspiracies are easily formed where such a state of things exists; it only requires the motive to develop the disposition, and a slight motive will suffice. It enables the ruling class to keep the political power of their section in their own hands, because any combination they may enter into will possess a moral force equivalent to law.”

MILITARY DRILL IN SCHOOL.

The question of military drill in Public Schools has recently excited much discussion among Teachers and educators.

As usual when new questions are agitated, much has been said and written on the advantages which would result from such training in School, and very little has been done.

In the Rincon School, San Francisco, a company of boys has been organized under the instruction of a gentleman of military tastes and habits, and the experiment has proved quite successful.

During the many years the same School was under my own supervision, the older boys were regularly and systematically trained to a full course of gymnastic exercises. One of those boys is now in West Point Military Academy, and he holds the physical training he received in the Rincon School a thousand times more valuable to him than the intellectual, because it gave him the physical stamina so necessary in a Military Academy. I know that most of the young men who were members of

those gymnastic classes look back upon their physical training as the most useful part of their School education.

In a few of our Colleges, High Schools, and City Grammar Schools, boys may be organized into companies and drilled in the elements of military tactics; but, in the great majority of the Public Schools in the State, this is utterly impossible, in consequence of the small number of boys in each School, and the inequality of age and size.

What, then, can be done in the Schools? Any experienced military man who has passed through even a single campaign of actual war service will declare that the first great requisites for a good soldier, before which all others sink into secondary importance, are sound health, stamina, activity, and power of endurance. The mere manual and tactics can be learned by the rawest recruits in a few weeks; but muscles of iron and sinews of steel cannot be fastened upon them like knapsacks. The ancient Greeks and Romans trained their boys from childhood to become efficient soldiers by inuring them to exposure and hardship, and by systematic gymnastic exercises. The long lists of "exempts" from military service show a fearful condition of physical weakness among men in the prime of life; and the fate of thousands in the army who have sunk under the hardships of a soldier's life into the Hospitals, and from the Hospitals into their graves, reveals lack of *stamina* in the Nation. Something more than military drill is needed to raise the standard of physical vigor, and make a nation of fighting men fit to carry on a war. We must begin at the foundation with the three millions of boys in the Public Schools, by training them, during their whole School life, to gymnastic exercises, systematically followed up—to games of ball, leaping, wrestling, boxing, and all other athletic out-door exercises.

Were they to grow up, under such a training, to a manhood of muscular power, instead of effeminate weakness, they would make fit soldiers to fight and win the battles of the Nation. This war is teaching us some useful lessons at the point of the bayonet, and nothing less effective will ever reach the minds of those who think the sole object of the Public Schools is to teach arithmetic, reading, and writing.

CONCLUSION.

The first official term of eleven months, for which I was elected to the office of Superintendent of Public Instruction, closes with this report, which has necessarily been prepared, without even the opportunity of revision, at odd intervals of time, snatched from the performance of other office duties.

The importance of the various subjects presented has precluded the possibility of a brief report; and, as the School reports of other sections of the Union seldom reach this State, I have quoted extensively the views of eminent educational men, for the purpose of imparting to School officers some information concerning the progress of Public Schools in the older States.

I have endeavored to set forth in plain words the defects and the wants of our Public School system. Could I have conscientiously done so, it would have been pleasanter to have found more to commend and less to censure; but unmerited laudation seldom effects needed reforms.

In entering upon another official term of four years, I am able to comprehend in some measure the magnitude of the work to be done, and I assume the task in no spirit of self-confidence. Having devoted my whole life to the profession of teaching—having taught ten years in the Public Schools of this State—I have an ambition to co-operate with the many earnest and devoted Teachers in California who are striving to awaken public opinion to a truer estimate of the relation of Free Schools to the future permanence and prosperity of the State, and to a higher estimation of the profession of teaching. The efforts of Teachers and Superintendents, however, will effect comparatively little, unless seconded by judicious legislation, which shall anticipate the future, as well as comprehend the present.

I appeal to every legislator, in considering the question of a State School tax, to bear in mind that his vote will influence the destinies of a hundred thousand children for good or for evil; that twenty thousand children in the State are growing up “not attending any School;” that the best “franchise” which can be granted to the State is a generation of young men, trained to an intelligent patriotism; and that true economy, anticipating the future, sometimes consists in a liberal expenditure of means, rather than in short-sighted retrenchment.

JOHN SWETT,
Superintendent of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION, }
San Francisco, November 1, 1863. }



STATISTICAL TABLES.

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TABLE 6.—Continued.

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Statement showing the amount of School money raised by county tax in each county, for each child between four and eighteen years of age, eighteen hundred and sixty-three.

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TABLE 10.

Statement showing the assessed valuation of property in each county in eighteen hundred and sixty-two, and the rate of county School tax on each one hundred dollars.

TABLE 11.

Statement showing the amount which would be raised in each county by a half mill School tax, and the amount to such tax which the county would receive back.

TABLE 1.

STATEMENT of the Total Amount of State School Fund apportioned during the School Year ending August 31st, 1863.

No.	COUNTIES.	January Apportionment.	July Apportionment.	Total Apportionment.
1	Alameda.....	\$1,909 80	\$2,323 61	\$4,233 41
2	Amador.....	1,564 20	1,949 19	3,513 39
3	Butte.....	1,521 00	1,855 70	3,376 70
4	Calaveras ...	1,791 00	2,218 70	4,009 70
5	Colusa	400 50	524 10	924 60
6	Contra Costa	1,346 40	1,834 66	3,181 06
7	Del Norte.....	138 60	182 77	321 37
8	El Dorado.....	2,754 00	3,338 55	6,092 55
9	Fresno	36 90	44 83	81 73
10	Humboldt.....	628 20	771 24	1,399 44
11	Klamath.....	63 00	83 60	146 60
12	Lake.....	321 20	395 09	726 29
13	Los Angeles	2,158 20	2,581 99	4,740 19
14	Marin	574 20	669 69	1,243 89
15	Mariposa.....	791 10	961 77	1,752 87
16	Mendocino	666 00	813 20	1,479 20
17	Merced.....	240 30	290 21	530 51
18	Mono	47 70	46 64	94 34
19	Monterey	1,435 50	1,776 30	3,211 85
20	Napa	1,158 30	1,408 56	2,566 86
21	Nevada... ..	2,211 30	2,714 41	4,925 71
22	Placer	1,607 40	1,962 68	3,570 08
23	Plumas.....	413 10	485 42	898 52
24	Sacramento.....	3,957 30	4,962 86	8,920 16
25	San Bernardino	864 00	1,080 55	1,944 55
26	San Diego.. ..	310 50	381 10	691 60
27	San Francisco.....	11,686 50	14,505 80	26,192 30
28	San Joaquin	2,830 50	3,449 85	6,280 35
29	San Luis Obispo.....	661 50	779 80	1,441 30
30	San Mateo.....	711 90	873 33	1,585 23
31	Santa Barbara.....	1,149 30	1,434 76	2,584 06
32	Santa Clara.....	3,207 60	4,067 78	7,275 38
33	Santa Cruz	1,323 90	1,622 48	2,946 38
34	Shasta	862 20	1,063 04	1,925 24
35	Sierra.....	684 00	841 55	1,525 55
36	Siskiyou.....	664 20	813 44	1,477 64
37	Solano.....	1,805 40	2,235 78	4,041 18
38	Sonoma.....	3,451 50	4,271 80	7,723 30
39	Stanislaus.....	368 10	463 67	831 77
	Carried forward.....	\$58,346 30	\$72,080 55	\$130,406 85

TABLE 1—Continued.

No.	COUNTIES.	January Apportionment.	July Apportionment.	Total Apportionment.
	Brought forward.....	\$58,346 30	\$72,080 55	\$130,406 85
40	Sutter.....	691 20	870 34	1,561 54
41	Tehama.....	490 50	620 35	1,110 85
42	Trinity.....	270 90	343 38	614 28
43	Tulare.....	739 80	938 36	1,678 16
44	Tuolumne.....	1,593 90	1,988 73	3,582 63
45	Yolo.....	1,243 80	1,531 66	2,775 46
46	Yuba.....	1,662 10	2,125 97	3,808 07
	Totals	\$65,038 50	\$80,499 34	\$145,537 84

TABLE 2.

ABSTRACT of the Statistical Reports of the County Superintendents of Public Schools in the State of California, for the School Year ending August 31st, 1863.—Statistics taken from Returns of School Census Marshals.

COUNTIES.	STATISTICS FROM RETURNS OF SCHOOL CENSUS MARSHALS.										
	Number of Boys between 4 and 18 years of age..	Number of Girls between 4 and 18 years of age..	Total Number of White Children between 4 and 18 years of age..	Number of White Children under 4 years of age.....	Number of Children between 18 and 21 years of age.....	Number of White Children of all ages under 21, born in California	Number of White Children between 4 and 6 years of age....	Number White Children between 4 and 6 years of age attending School	Number of White Children of all ages attending Public Schools..	Number of White Children attending Private Schools	Number of White Children between 6 and 18 years of age not attending any School.....
Alameda.....	1,092	1,051	2,143	1,213	98	2,295	385	114	769	318	565
Amador	997	878	1,875	906	101	1,802	447	183	818	62	523
Butte.....	892	830	1,722	810	93	1,403	369	124	850	37	313
Calaveras.....	1,113	1,108	2,281	1,156	92	2,419	537	134	808	138	675
Colusa.....	256	238	494	229	19	462	98	25	295	13	184
Contra Costa.....	801	806	1,607	641	78	1,604	338	60	544	54	269
Del Norte.....	80	73	153	93	7	169	51	21	70	14	33
El Dorado.....	1,452	1,427	2,879	1,327	166	2,556	636	271	1,613	15	767
Fresno.....	13	19	32	22	.....	39	10	3	17	.....	.....
Humboldt	397	303	700	351	22	728	178	59	894	28	140
Klamath.....	47	34	81	64	.....	121	.....	.....	17	.....	.....
Laake.....	168	157	325	148	16	259	78	14	107	26	182
Los Angeles.....	1,205	1,168	2,373	794	158	2,429	293	60	631	65	1,078
Marin.....	418	397	725	327	41	661	144	49	224	160	144
Mariposa.....	463	395	858	430	21	981	187	77	878	.....	157
Mendocino.....	475	378	848	418	36	868	222	71	800	125	182

	142	134	276	148	16	399	53	2			118
Merced.....	142	134	276	148	16	399	53	2			118
Mono.....	66	48	109	75	4	188					
Monterey.....	907	602	1,599	478	78	1,641	296	62	483	114	811
Napa.....	617	633	1,250	619	78	1,286	212	63	392	217	345
Nevada.....	1,135	1,090	2,225	1,375	80	2,328	614	108	820	358	681
Placer.....	995	945	1,940	908	67	1,762	836	109	979	92	874
Pumas.....	252	262	514	269	25	457	146	80	112	80	194
Sacramento.....	2,271	2,239	4,510	2,035	172	3,773	878	265	3,139	428	725
San Bernardino.....	556	516	1,072	413	56	925	191	33	201		606
San Diego.....	178	170	348	94	41	411	96	6	27		342
San Francisco.....	7,786	8,442	16,228	9,719	952	14,654	3,172		5,136	4,117	2,570
San Joaquin.....	1,688	1,468	3,156	1,489	192	2,690	636	184	1,869	160	460
San Luis Obispo.....	352	380	732	275	14	933		9	51	20	550
San Mateo.....	420	415	835	347	38	802	223	68	330	58	302
Santa Barbara.....	677	651	1,328	839	76	1,734	293	77	186	9	981
Santa Clara.....	2,099	1,944	4,043	1,799	247	3,676	646	262	937	331	944
Santa Cruz.....	835	765	1,600	741	70	1,712	393	55	339	126	599
Shasta.....	456	478	934	404	84	780	194	114	420	283	244
Sierra.....	510	522	1,032	700	53	1,210	251	131	519	31	254
Siskiyou.....	423	365	788	520	34	873	231	69	307	147	144
Solano.....	1,155	1,108	2,263	1,161	108	2,257	632	137	820	436	411
Sonoma.....	2,020	1,827	3,847	1,738	269	3,578	700	218	1,495	296	1,195
Stanislaus.....	253	243	496	211	10	461	75	21	156	9	260
Sutter.....	476	418	894	422	48	746	106	56	284	22	171
Tehama.....	307	264	571	307	44	480	101	22	187	20	212
Trinity.....	188	130	268	226	17	303	81	30	123	27	82
Tulare.....	443	398	836	518	58	794	173	42	298	153	225
Tuolumne.....	933	909	1,842	1,091	84	2,208	445	129	706	244	394
Yolo.....	764	756	1,520	655	112	1,257	322	56	491	34	260
Yuba.....	977	926	1,903	996	90	1,831	408	90	634	346	441
Totals.....	39,700	38,356	78,055	39,081	4,129	74,835	15,987	3,722	29,416	9,158	20,062

TABLE 3.

ABSTRACT of the Statistical Reports of the County Superintendents of Public Schools of the State of California, for the School Year ending August 31st, 1863.—Statistics taken from Reports of Public School Teachers and District School Trustees.

COUNTIES.	STATISTICS FROM RETURNS OF TEACHERS AND TRUSTEES.										
	Total Number of Pupils enrolled on Public School Registers.....	Average Number belonging to Public Schools.	Average Daily Attendance.....	Percentage of Attendance.....	Number attend'g School under 6 years of age..	Average No. Calendar Months during which School was maint'd....	Average Monthly Salary, Board included, paid each Teacher.....	Average Length of Time Teachers have taught the same Sch-ols	Valuation of School Houses and Furniture.....	Valuation of School Libraries	Valuation of School Apparatus.
Alameda.....	834	516	376	.75	117	6.	\$57 00	8.	\$9,482 00	\$130 00	.....
Amador.....	995	773	579	.77	101	5.5	63 00	.....	13,888 00	22 00	\$470 00
Butte.....	1,079	580	636	.74	122	4.2	62 00	5.7	5,115 00	.....	109 00
Calaveras	781	565	459	.82	119	4.6	66 00	4.6	1,260 00	30 00	140 00
Colusa.....	202	142	127	.75	12	5.	46 00	6.	2,440 00	.....	.....
Contra Costa.....	558	280	313	.82	41	4.	55 00	4.5	7,775 00	65 00	25 00
Del Norte.....	75	26	24	.89	6	7.6	70 00	.....	1,660 00	.....	.....
El Dorado.....	1,666	1,351	993	.64	280	5.	61 00	7.5	14,300 00	140 00	240 00
Fresno.....	20	18	16	.88	3	3.	60 00	3.	.....	.....	.....
Humboldt.....	407	327	283	.87	48	4.	49 00	13.	3,285 00	.....	15 00
Klamath.....	.....	13	10	.....	.....	7.	100 00	.....	.....	.....	.....
Lake.....	127	79	73	.56	.....	8.5	55 00	5.	900 00	.....	.....
Los Angeles.....	720	414	266	.67	59	8.5	70 00	10.	7,175 00	.....	152 00
Marin.....	259	227	188	.69	31	4.	48 00	6.	2,485 00	10 00	15 00
Mariposa.....	844	824	211	.88	54	5.3	80 00	5.	4,958 00	.....	40 00
Mendocino.....	239	119	13	.85	.....	8.	40 00	.....	3,097 00	.....	.....

Merced.....	143	144	108	48		5.	63 00	7.	1,400 00			
Mono.....	51	43	43			4.	100 00	9.				
Monterey.....	446	305	248	70	58	8.			2,625 00	10 00		185 00
Napa.....	463	289	291	85	29	4.6			6,233 00			125 00
Nevada.....	1,099	407	491	83	73	5.1			10,015 00			231 00
Placer.....	842	361	482	68	54	5.3			8,666 00	87 00		350 00
Plumas.....	121	121	78	70	18	4.4			850 00			
Sacramento.....	3,073	1,858	1,527	81	214	6			37,674 00			888 00
San Bernardino.....	442	300	241		37	4.2			2,100 00			
San Diego.....	30	30	25	90	6	6.			10 00			
San Francisco.....	8,177	4,681	4,889	91		10.			249,545 00	1,000 00		5,403 00
San Joaquin.....	2,010	1,060	1,029	69	93	5.5			21,417 00	37 00		125 00
San Luis Obispo.....	66	24	36	72	9	4.			150 00			55 00
San Mateo.....	373	224	207	62	31	5.4			4,275 00			26 00
Santa Barbara.....	122	118	60			9.5			1,500 00			
Santa Clara.....	1,728	1,325	1,026	77	183	6.5			14,582 00	70 00		235 00
Santa Cruz.....	497	340	332	87	48	6.0			2,050 00	79 00		
Shasta.....	492	555	339	58	90	5.			8,125 00			2 00
Sierra.....	550	409	278	68		5.3			4,496 00	80 00		100 00
Siskiyou.....	383	248	292	84	56	4.1			8,505 00			72 00
Solano.....	1,082	685	539	73	64	5.3			10,985 00			80 00
Sonoma.....	1,968	1,077	1,027	80	108	4.8			26,220 00	100 00		555 00
Stanislaus.....	166	112	131		20	4.			2,900 00	790 00		
Sutter.....	333	250	226	68	19	5.			8,230 00			
Tehama.....	262	196	194		22	5.6			4,475 00			60 00
Trinity.....	196	125	116	82	30	6.			1,750 00			5 00
Tulare.....	438	300	205		50	5.			825 00			
Tuolumne.....	735	438	392	79	67	4.3			12,050 00			180 00
Yolo.....	938	506	488	78	28	6.			9,301 00	5 00		165 00
Yuba.....	1,000	600	523	66	76	8.3			21,698 00	1,000 00		665 00
Totals and averages.....	36,540	22,965	19,992	80	2,476	5.4	\$80 00	7.1	\$548,472 00	\$3,605 00		\$14,666 00

TABLE 4.

ABSTRACT of the Financial Reports of County Superintendents and County Treasurers of the State of California, for the School Year ending August 31st, 1893.

COUNTIES.	RECEIPTS.				
	Amount of School Fund received from the State.....	Amount of School money received from County Taxes.....	Amount of money received from District Taxes	Amount received from Rate Bills and Subscription.....	Total Amount received from all sources for support of Schools..
Alameda.....	84,233 41	\$8,185 22	\$500 00	\$1,325 38	\$14,244 01
Amador.....	3,513 30	4,570 94	.....	4 133 04	12,217 37
Butte.....	3,576 70	3,665 48	.....	2,349 44	9,391 62
Calaveras ..	4,000 70	2,531 40	64 75	2,856 33	9,462 18
Colusa.....	924 60	2,375 85	.....	341 11	3,041 56
Contra Costa.....	3,181 06	3,165 28	.....	873 00	7,219 34
Del Norte.....	321 37	247 80	.....	828 51	1,392 68
El Dorado.....	6,092 55	10,306 00	1,907 06	4,724 83	28,120 49
Fresno.....	81 73	103 50	.....	.....	185 23
Humboldt.....	1,399 44	1,037 40	.....	457 80	2,894 04
Klamath.....	146 60	230 15	.....	200 70	577 45
Lake.....	726 29	189 63	.....	217 35	1,188 27
Los Angeles.....	4,740 19	4,084 91	.....	.....	8,825 10
Marin.....	1,243 89	2,900 91	.....	555 95	4,700 75
Mariposa.....	1,752 87	2,134 22	.....	470 05	4,357 14
Mendocino.....	1,479 30	842 88	.....	355 38	2,677 46

Merced	530 51	905 16	.....	143 00	1,578 67
Mono.....	94 34	349 76	.....	.....	444 10
Monterey.....	3,211 85	3,403 31	.....	127 25	6,742 41
Napa.....	2,566 86	1,404 06	.....	1,549 69	5,520 61
Nevada.....	4,925 71	5,576 14	.....	5,634 22	16,136 07
Placer.....	3,570 08	7,903 00	320 75	2,012 49	13,806 32
Plumas.....	898 52	341 91	.....	755 53	1,995 96
Sacramento	8,920 16	12,949 30	18,956 14	6,256 69	47,082 29
San Bernardino.....	1,944 55	454 74	.....	193 03	2,592 32
San Diego.....	691 60	330 66	.....	.....	1,022 26
San Francisco.....	26,192 30	193,233 15	.....	.....	219,425 45
San Joaquin.....	6,280 35	10,161 96	5,833 67	3,427 00	25,702 98
San Luis Obispo	1,441 30	133 35	.....	.....	1,574 65
San Mateo.....	1,585 23	4,087 82	.....	967 00	6,640 05
Santa Barbara.....	2,584 06	721 66	.....	.....	3,305 72
Santa Clara.....	7,275 38	6,113 20	4,559 32	5,812 48	23,760 38
Santa Cruz.....	2,946 38	2,631 36	.....	643 11	6,220 85
Shasta.....	1,925 24	1,494 48	.....	698 22	4,117 94
Sierra.....	1,525 55	2,034 09	.....	2,157 75	5,717 39
Siskiyou.....	1,477 64	1,564 01	.....	944 44	3,986 09
Solano.....	4,041 18	4,656 88	.....	2,427 50	11,125 56
Sonoma.....	7,723 30	3,914 73	.....	5,512 76	17,150 79
Stanislaus.....	831 77	1,722 27	.....	1,419 16	3,973 20
Sutter.....	1,561 54	1,404 43	.....	1,189 67	4,155 64
Tehama.....	1,110 85	1,389 39	.....	820 50	3,320 74
Trinity.....	614 28	1,915 70	.....	.....	2,529 98
Tulare.....	1,678 16	738 52	.....	513 00	2,929 68
Tuolumne.....	3,582 63	2,412 89	800 00	65 00	6,860 52
Yolo.....	2,775 46	3,888 97	.....	3,697 94	10,362 37
Yuba.....	3,808 07	4,078 60	5,789 93	1,557 89	15,234 49
Totals.....	\$145,537 84	\$307,128 22	\$38,731 62	\$68,209 24	\$581,055 77

TABLE 1.

STATEMENT of the Total Amount of State School Fund apportioned during the School Year ending August 31st, 1863.

No.	COUNTIES.	January Apportionment.	July Apportionment.	Total Apportionment.
1	Alameda.....	\$1,909 80	\$2,323 61	\$4,238 41
2	Amador.....	1,564 20	1,949 19	3,513 39
3	Butte.....	1,521 00	1,855 70	3,376 70
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5	Colusa.....	400 50	524 10	924 60
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8	El Dorado.....	2,754 00	3,338 55	6,092 55
9	Fresno.....	38 90	44 83	81 73
10	Humboldt.....	628 20	771 24	1,399 44
11	Klamath.....	63 00	88 60	146 60
12	Lake.....	321 20	395 09	726 29
13	Los Angeles.....	2,158 20	2,581 99	4,740 19
14	Marin.....	574 20	669 69	1,243 89
15	Mariposa.....	791 10	961 77	1,752 87
16	Mendocino.....	666 00	813 20	1,479 20
17	Merced.....	240 30	290 21	530 51
18	Mono.....	47 70	46 64	94 34
19	Monterey.....	1,435 50	1,776 30	3,211 85
20	Napa.....	1,158 30	1,408 56	2,566 86
21	Nevada.....	2,211 30	2,714 41	4,925 71
22	Placer.....	1,607 40	1,962 68	3,570 08
23	Plumas.....	413 10	485 42	898 52
24	Sacramento.....	3,957 30	4,962 86	8,920 16
25	San Bernardino.....	864 00	1,080 55	1,944 55
26	San Diego.....	310 50	381 10	691 60
27	San Francisco.....	11,686 50	14,505 80	26,192 30
28	San Joaquin.....	2,880 50	3,449 85	6,280 35
29	San Luis Obispo.....	661 50	779 80	1,441 30
30	San Mateo.....	711 90	873 33	1,585 23
31	Santa Barbara.....	1,149 30	1,434 76	2,584 06
32	Santa Clara.....	3,207 60	4,067 78	7,275 38
33	Santa Cruz.....	1,323 90	1,622 48	2,946 38
34	Shasta.....	862 20	1,063 04	1,925 24
35	Sierra.....	684 00	841 55	1,525 55
36	Siskiyou.....	664 20	813 44	1,477 64
37	Solano.....	1,805 40	2,235 78	4,041 18
38	Sonoma.....	3,451 50	4,271 80	7,723 30
39	Stanislaus.....	368 10	463 67	831 77
	Carried forward.....	\$58,346 30	\$72,080 55	\$130,406 85

TABLE 1—Continued.

No.	COUNTIES.	January Apportionment.	July Apportionment.	Total Apportionment.
	Brought forward.....	\$58,346 30	\$72,080 55	\$130,406 85
40	Sutter.....	691 20	870 34	1,561 54
41	Tehama.....	490 50	620 35	1,110 85
42	Trinity.....	270 90	343 38	614 28
43	Tulare.....	739 80	938 36	1,678 16
44	Tuolumne.....	1,593 90	1,988 73	3,582 63
45	Yolo.....	1,243 80	1,531 66	2,775 46
46	Yuba.....	1,662 10	2,125 97	3,808 07
	Totals	\$65,038 50	\$80,499 34	\$145,537 84

TABLE 2.

ABSTRACT of the Statistical Reports of the County Superintendents of Public Schools in the State of California, for the School Year ending August 31st, 1863—Statistics taken from Returns of School Census Marshals.

COUNTIES.	STATISTICS FROM RETURNS OF SCHOOL CENSUS MARSHALS.										
	Number of Boys between 4 and 18 years of age..	Number of Girls between 4 and 18 years of age..	Total Number of White Children between 4 and 18 years of age..	Number of White Children under 4 years of age.....	Number of Children between 18 and 21 years of age.....	Number of White Children of all ages under 21 born in California	Number of White Children between 4 and 6 years of age	Number White Children between 4 and 6 years of age attending School	Number of White Children of all ages attending Public Schools.....	Number of White Children attending Private Schools	Number of White Children between 6 and 18 years of age not attending any School.....
Alameda.....	1,092	1,051	2,143	1,213	98	2,295	385	114	769	318	565
Amador	997	878	1,875	906	101	1,802	447	183	818	62	523
Butte.....	892	830	1,722	810	93	1,403	269	124	850	37	313
Calaveras.....	1,113	1,108	2,221	1,156	92	2,419	537	134	808	138	675
Colusa.....	256	238	494	229	19	462	98	25	295	13	134
Contra Costa.....	801	806	1,607	641	78	1,304	338	60	544	54	269
Del Norte.....	80	73	153	93	7	169	51	21	70	14	33
El Dorado.....	1,452	1,427	2,879	1,327	166	2,556	636	271	1,613	15	767
Fresno.....	13	19	32	22	.....	39	10	3	17	.....	.....
Humboldt	397	303	700	351	22	728	178	59	394	23	140
Klamath	47	34	81	64	.....	121	.....	.....	17	.....	.....
Lake.....	168	157	325	148	16	259	78	14	107	26	132
Los Angeles	1,205	1,168	2,373	794	158	2,429	293	60	631	65	1,073
Marin.....	418	307	725	827	41	661	144	49	224	160	144
Mariposa.....	463	395	858	430	21	931	187	77	378	.....	157
Mendocino.....	475	378	848	418	36	868	222	71	860	125	182

Mercad.	142	134	276	148	16	389	58	2	.....	.....	.....	118
Mono	66	43	109	75	4	188	.....	.....	.....	.....	.....	.....
Monterey	907	692	1,539	478	78	1,641	206	62	483	114	81	811
Napa	617	633	1,250	619	78	1,286	212	63	392	217	345	345
Nevada	1,135	1,090	2,225	1,375	80	2,328	614	108	820	358	681	681
Placer	995	945	1,940	908	67	1,762	356	109	979	92	374	374
Plumas	252	262	514	269	25	457	146	30	112	30	194	194
Sacramento	2,271	2,239	4,510	2,035	172	3,773	878	255	3,139	428	725	725
San Bernardino	556	516	1,072	413	56	925	191	33	201	.....	666	666
San Diego	178	170	348	94	41	411	96	6	27	.....	842	842
San Francisco	7,786	8,442	16,228	9,749	952	14,654	3,172	.....	5,136	4,117	2,570	2,570
San Joaquin	1,688	1,468	3,156	1,489	192	2,690	656	184	1,369	160	460	460
San Luis Obispo	352	380	782	275	14	953	.....	9	51	20	550	550
San Mateo	420	415	835	347	98	802	223	68	330	58	302	302
Santa Barbara	677	651	1,328	389	76	1,734	293	77	186	9	981	981
Santa Clara	2,099	1,944	4,043	1,799	247	3,676	646	262	957	831	944	944
Santa Cruz	835	765	1,600	741	70	1,712	396	55	339	126	599	599
Shasta	456	478	984	404	34	760	194	114	420	283	244	244
Sierra	510	522	1,032	700	58	1,210	251	131	519	31	254	254
Siskiyou	423	365	788	520	34	873	231	69	307	147	144	144
Solano	1,155	1,108	2,263	1,161	108	2,257	642	137	820	436	411	411
Sonoma	2,020	1,827	3,847	1,738	269	3,573	700	218	1,495	296	1,195	1,195
Stanislaus	253	243	496	211	10	461	75	21	156	9	260	260
Sutter	476	418	894	422	48	746	166	56	284	22	171	171
Tehama	307	264	571	307	44	480	101	22	187	20	212	212
Trinity	138	130	268	226	17	393	81	30	123	27	82	82
Tulare	443	393	836	518	58	734	173	42	298	153	225	225
Tuolumne	933	909	1,842	1,091	84	2,208	445	129	706	244	394	394
Yolo	764	756	1,520	655	112	1,257	322	56	491	34	260	260
Yuba	977	926	1,903	996	99	1,831	408	90	694	346	441	441
Totals	39,700	38,355	78,055	39,081	4,129	74,835	15,987	3,722	29,416	9,158	20,062	20,062

TABLE 3.

ABSTRACT of the Statistical Reports of the County Superintendents of Public Schools of the State of California, for the School Year ending August 31st, 1863—Statistics taken from Reports of Public School Teachers and District School Trustees.

COUNTIES.	STATISTICS FROM RETURNS OF TEACHERS AND TRUSTEES.										
	Total Number of Pupils enrolled on Public School Registers.....	Average Number belonging to Public Schools.....	Average Daily Attendance.....	Percentage of Attendance.....	Number attend'g School under 6 years of age..	Average No. Calendar Months during which School was maint'd....	Average Monthly Salary, Board included, paid each Teacher.....	Average Length of Time Teachers have taught the same Schools.....	Valuation of School Houses and Furniture.....	Valuation of School Libraries.....	Valuation of School Apparatus.....
Alameda.....	834	516	376	.73	117	6.	\$57 00	8.	\$9,482 00	\$130 00	.....
Amador.....	995	773	579	.77	101	5.5	63 00	.....	13,888 00	22 00	\$470 00
Butte.....	1,079	580	636	.74	122	4.2	62 00	5.7	5,115 00	.....	109 00
Calaveras.....	781	565	459	.82	119	4.6	66 00	4.6	1,260 00	30 00	140 00
Colusa.....	202	142	127	.75	12	5.	46 00	6.	2,440 00	.....	.....
Contra Costa.....	558	260	313	.82	41	4.	55 00	4.5	7,775 00	65 00	26 00
Del Norte.....	75	26	24	.89	6	7.6	70 00	.....	1,660 00	.....	.....
El Dorado.....	1,606	1,351	993	.64	280	5.	61 00	7.5	14,300 00	140 00	240 00
Fresno.....	20	18	16	.88	3	3.	60 00	3.	.....	.....	.....
Humboldt.....	407	327	283	.87	48	4.	49 00	13.	3,285 00	.....	15 00
Klamath.....	.....	13	10	..	.....	7.	100 00	.....	.....	.....	.....
Lake.....	127	79	73	.55	.....	3.5	55 00	5.	900 00	.....	.....
Los Angeles.....	720	414	266	.67	59	8.5	70 00	10.	7,175 00	.....	152 00
Marin.....	250	227	188	.69	31	4.	43 00	6.	2,485 00	10 00	15 00
Mariposa.....	344	324	211	.88	54	5.3	80 00	5.	4,058 00	.....	40 00
Mendocino.....	239	119	13	.85	.....	3.	40 00	.....	8,007 00	.....	.....

TABLE 4.

ABSTRACT of the Financial Reports of County Superintendents and County Treasurers of the State of California, for the School Year ending August 31st, 1863.

COUNTIES.	RECEIPTS.				
	Amount of School Fund received from the State.....	Amount of School money received from County Taxes.....	Amount of money received from District Taxes	Amount received from Rate Bills and Subscription.....	Total Amount received from all sources for support of Schools..
Alameda.....	\$4,233 41	\$8,185 22	\$500 00	\$1,325 38	\$14,244 01
Amador.....	3,513 39	4,570 94	.....	4,133 04	12,217 37
Butte.....	3,576 70	3,665 48	.....	2,349 44	9,391 62
Calaveras.....	4,009 70	2,531 40	64 75	2,856 33	9,462 18
Colusa.....	924 60	2,375 85	.....	341 11	3,641 56
Contra Costa.....	3,181 06	3,165 28	.....	873 00	7,219 34
Del Norte.....	321 37	247 80	.....	823 51	1,392 68
El Dorado.....	6,092 55	10,396 00	1,907 06	4,724 88	23,120 49
Fresno.....	81 73	103 50	.....	.....	185 23
Humboldt.....	1,399 44	1,037 40	.....	457 80	2,894 64
Klamath.....	146 60	230 15	.....	200 70	577 45
Lake.....	726 29	189 63	.....	217 35	1,133 27
Los Angeles.....	4,740 19	4,084 91	.....	.....	8,825 10
Marin.....	1,243 89	2,900 91	.....	555 95	4,700 75
Mariposa.....	1,752 87	2,134 22	.....	470 05	4,357 14
Mendocino.....	1,479 20	842 88	.....	355 88	2,677 46

Merced	530 51	905 16	.....	143 00	1,578 67
Mono.....	94 34	349 76	.....	.....	444 10
Monterey.....	3,211 85	3,403 31	.....	127 25	6,742 41
Napa.....	2,566 86	1,404 06	.....	1,549 69	5,520 61
Nevada.....	4,925 71	5,576 14	.....	5,634 22	16,136 07
Placer.....	3,570 08	7,903 00	320 75	2,012 49	13,806 32
Plumas.....	898 52	341 91	.....	755 53	1,995 96
Sacramento	8,920 16	12,949 30	18,956 14	6,256 69	47,082 29
San Bernardino.....	1,944 55	454 74	.....	193 03	2,592 32
San Diego.....	691 60	330 66	.....	.....	1,022 26
San Francisco.....	26,192 30	193,233 15	.....	.....	219,425 45
San Joaquin.....	6,280 35	10,161 96	5,833 67	3,427 00	25,702 98
San Luis Obispo	1,441 30	133 35	.....	.....	1,574 65
San Mateo.....	1,585 23	4,087 82	.....	967 00	6,640 05
Santa Barbara.....	2,584 06	721 66	.....	.....	3,305 72
Santa Clara.....	7,275 38	6,113 20	4,559 32	5,812 48	23,760 38
Santa Cruz.....	2,946 38	2,631 36	.....	643 11	6,220 85
Shasta.....	1,925 24	1,494 48	.....	698 22	4,117 94
Sierra.....	1,525 55	2,034 09	.....	2,157 75	5,717 39
Siskiyou.....	1,477 64	1,564 01	.....	944 44	3,986 09
Solano.....	4,041 18	4,656 88	.....	2,427 50	11,125 56
Sonoma.....	7,723 30	3,914 73	.....	5,512 76	17,150 79
Stanislaus.....	831 77	1,722 27	.....	1,419 16	3,973 20
Sutter.....	1,561 54	1,404 43	.....	1,189 67	4,155 64
Tehama.....	1,110 85	1,389 39	.....	820 50	3,320 74
Trinity.....	614 28	1,915 70	.....	.....	2,529 98
Tulare.....	1,678 16	738 52	.....	513 00	2,929 68
Tuolumne.....	3,582 63	2,412 89	800 00	65 00	6,860 52
Yolo.....	2,775 46	3,888 97	.....	3,697 94	10,362 37
Yuba.....	3,808 07	4,078 60	5,789 93	1,557 89	15,234 49
Totals.....	\$145,537 84	\$307,128 22	\$38,731 62	\$68,209 24	\$581,055 77

TABLE 4—Continued.

COUNTIES.	EXPENDITURES.						
	Amount paid for Teachers' Salaries	Amount expended for Sites, Buildings, Repairs, and School Furniture.....	Amount expended for School Libraries.....	Amount expended for School Apparatus	Amount expended for Rent, Fuel, and Contingent Expenses	Total expenditures for School Purposes	Balance on hand at close of the School Year
Alameda.....	\$7,828 48	\$2,081 66	.....	\$5 75	\$251 47	\$10,167 36	\$4,076 65
Amador.....	8,951 00	1,698 33	\$22 00	199 00	167 75	11,038 08	1,179 29
Butte.....	7,550 28	436 50	.....	40 00	235 37	8,262 15	1,129 47
Calaveras	6,485 41	1,346 80	30 00	10 00	349 01	8,221 22	1,240 96
Colusa	2,500 95	298 00	.....	.....	27 75	2,826 70	814 86
Contra Costa	5,035 44	411 77	.....	.....	91 24	5,538 45	1,680 89
Del Norte.....	1,290 00	262 41	.....	.....	67 00	1,619 41	.....
El Dorado.....	14,717 60	3,323 78	.....	113 14	521 56	18,676 08	4,444 41
Fresno.....	165 00	.....	.....	.....	.....	165 00	20 23
Humboldt.....	2,556 61	121 50	.....	49 23	129 00	2,856 34	38 30
Klamath	577 20	24 25	.....	.....	.....	601 45	.....
Lake.....	445 38	24 00	.....	.....	.....	469 38	663 89
Los Angeles.....	6,436 67	606 23	58 50	.....	74 50	7,175 90	1,649 20
Marin	2,232 45	1,206 39	.....	15 00	18 00	3,471 84	1,808 16
Mariposa.....	3,008 05	515 90	.....	.....	27 80	3,551 75	806 89
Mendocino.....	1,043 40	78 34	.....	10 00	.....	1,181 74	1,546 72
Merced	1,857 59	.....	.....	.....	.....	1,857 59	.....

Mono.....	400 00	.....	.....	.....	56 00	456 00	.....	1,894 20
Monterey.....	4,106 83	.....	.....	78 00	88 65	4,848 21	.....	1,741 80
Napa.....	3,481 00	.....	12 00	21 75	83 99	3,799 31	.....	813 97
Nevada.....	10,752 27	.....	.....	116 00	194 25	15,322 10	.....	3,650 88
Placer.....	8,114 82	.....	82 00	198 00	167 75	10,155 44	.....	178 46
Plumas.....	1,443 50	.....	.....	.....	24 00	1,817 50	.....	4,470 19
Sacramento.....	26,981 49	.....	.....	.....	4,088 59	42,611 96	.....	798 27
San Bernardino.....	1,498 84	.....	.....	154 25	30 00	1,794 05	.....	591 14
San Diego.....	390 00	.....	.....	.....	41 12	431 12	.....	40,495 98
San Francisco.....	86,282 71	.....	100 00	400 00	46,062 16	178,929 47	.....	8,752 98
San Joaquin.....	17,410 91	.....	.....	.....	1,441 03	21,950 00	.....	844 12
San Luis Obispo.....	620 00	.....	.....	.....	85 53	710 53	.....	2,097 93
San Mateo.....	3,507 42	.....	.....	26 75	.....	4,542 12	.....	2,272 97
Santa Barbara.....	1,010 00	.....	.....	.....	22 75	1,032 75	.....	1,803 56
Santa Clara.....	17,072 44	.....	48 75	132 60	724 99	21,956 82	.....	1,809 67
Santa Cruz.....	3,957 89	.....	.....	.....	152 00	4,411 18	.....	739 88
Shasta.....	3,201 63	.....	.....	.....	56 60	3,378 56	.....	.....
Sierra.....	5,154 00	.....	80 00	80 00	243 63	7,009 65	.....	209 09
Siskiyou.....	3,048 50	.....	.....	72 00	85 25	8,777 00	.....	3,949 43
Solano.....	5,480 41	.....	24 50	41 25	247 68	7,176 13	.....	1,064 55
Sonoma.....	13,768 77	.....	17 00	409 00	534 14	16,086 24	.....	609 83
Stanislaus.....	1,774 50	.....	90 00	.....	59 62	3,363 37	.....	529 03
Sutter.....	3,258 61	.....	.....	.....	.....	8,626 61	.....	.....
Tehama.....	2,931 12	.....	.....	60 00	26 50	8,406 11	.....	687 48
Trinity.....	1,687 00	.....	.....	.....	155 50	1,842 50	.....	569 00
Tulare.....	2,288 7	.....	.....	.....	12 55	2,359 75	.....	1,854 24
Tuolumne.....	5,291 86	.....	.....	19 50	103 87	5,506 28	.....	414 22
Yolo.....	8,752 87	.....	.....	25 00	80 88	9,948 15	.....	1,706 45
Yuba.....	12,088 82	.....	.....	.....	922 70	13,528 04	.....	.....
Totals.....	\$328,338 02	\$93,331 53	\$514 75	\$2,271 22	\$58,271 97	\$488,407 49	\$97,648 23	.....

TABLE 5.

ABSTRACT of the Supplementary Reports of County Superintendents—Miscellaneous Statistics for the School Year ending August 31st, 1863.

COUNTIES.	No. Schools maintained 9 months and over	5	2	2	1	1	1	1	1	10
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Merced.....	4	2	6	5	1	6	75	54	60	54	68	2	1	3
Mono.....	1	1	1	1	100	100	100	1	1
Monterey.....	3	1	7	7	10	3	13	35	60	1	7	6	2	3
Napa.....	1	15	.....	16	17	14	4	18	100	50	50	74	3	.....	.....	1	3
Nevada.....	3	2	.....	27	20	15	13	28	80	50	50	70	2	.....	5	.....	6
Placer.....	23	.....	2	25	27	14	17	31	100	50	50	64	.....	3	10	4	.....
Plumas.....	5	.....	.....	5	5	4	3	7	75	65	60	64	.....	2	5	.....	.....
Sacramento.....	16	5	1	53	41	32	46	78	125	85	35	56	2	2	18	18	13
San Bernardino.....	.....	.....	.....	9	9	9	.....	9	65	.....	.....	52	.....	5	1	2	.....
San Diego.....	1	.....	.....	1	1	.....	2	2	65	.....	65	65	.....	.....	.....	1	.....
San Francisco.....	10	.....	1	19	12	16	81	97	270	125	40	92	.....	.....	.....	4	15
San Joaquin.....	2	41	1	47	42	35	14	49	150	100	50	73	1	7	18	12	4
San Luis Obispo.....	2	.....	.....	2	2	2	.....	2	75	.....	83	54	.....	.....	2	.....	.....
San Mateo.....	1	10	.....	11	10	5	8	13	60	60	50	50	2	1	2	1	5
Santa Barbara.....	.....	3	.....	3	3	3	4	1	75	.....	50	62	.....	.....	.....	1	1
Santa Clara.....	14	7	.....	4	35	39	84	73	100	75	40	58	3	5	6	15	16
Santa Cruz.....	2	9	.....	11	9	8	3	11	90	60	29	62	.....	2	1	4	2
Shasta.....	20	.....	.....	20	18	8	13	21	130	90	50	63	.....	8	1	1	1
Sierra.....	9	6	1	16	13	10	7	17	100	80	60	77	3	1	8	4	1
Siskiyou.....	.....	18	.....	13	18	9	4	18	100	65	50	63	2	4	6	1	.....
Solano.....	6	12	8	21	20	16	9	25	100	60	47	80	2	18	11	3	2
Sonoma.....	8	45	1	54	55	45	22	67	100	.....	.....	53	.....	20	18	9	4
Stanislaus.....	.....	7	.....	7	7	9	.....	9	100	.....	35	62	.....	4	1	1	1
Sutter.....	3	11	.....	14	14	9	8	17	75	.....	.....	52	.....	2	5	3	.....
Tehama.....	6	1	.....	7	8	11	3	14	90	60	50	50	.....	1	2	3	1
Trinity.....	6	.....	1	7	7	3	4	7	100	75	70	84	1	1	1	1	1
Tulare.....	.....	10	.....	10	3	8	2	10	75	60	50	62	2	1	1	6	.....
Tuolumne.....	8	.....	2	10	10	7	8	15	110	75	50	77	.....	2	5	3	.....
Yolo.....	10	13	.....	28	22	28	11	34	85	80	50	62	.....	8	6	11	8
Yuba.....	2	2	2	27	21	13	17	30	175	80	50	68	1	7	6	4	9
Totals and Average.....	280	58	364	754	684	535	464	919	\$270	\$125	\$30	\$80	31	198	211	157	114

Merced.....	5.	.....	51	5	.....	6	2	1	21	12	30	5	1	.....	10	.....	20	200
Mono.....	4.	.....	1	1	.....	.....	1	.....	3	.....	.....	1	1	.....	.....	.....	.....	100
Monterey.....	8.	.....	6	.....	.....	7	1	.....	.....	.....	.....	7	.....	.....	.....	.....	25	150
Napa.....	4.6	.....	17	4	.....	10	5	5	50	.....	.....	.....	1	.....	5	.....	10	480
Nevada.....	5.1	1	26	.....	.....	.....	6	2	.....	.....	.....	.....	.....	.....	10	7	5	1,000
Placer.....	5.3	.....	23	8	4	27	6	1	80	.....	.....	11	1	.....	6	25	4	20
Plumas.....	4.4	.....	2	4	.....	6	1	.....	8	7	12	1	.....	.....	3	.....	.....	1,000
Sacramento.....	6.	4	43	8	.....	.....	.....	3	88	123	228	22	3	10	29	43	38	1,000
San Bernardino.....	4.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
San Diego.....	6.	.....	.....	.....	.....	.....	1	.....	2	4	9	.....	.....	.....	.....	.....	.....	.....
San Francisco.....	10.	6	12	1	23	15	.....	17	250	100	.....	19	.....	96	89	10	.....	4,000
San Joaquin.....	5.5	1	44	20	35	5	6	.....	30	.....	.....	16	3	.....	19	.....	.....	550
San Luis Obispo.....	4.	.....	1	.....	.....	1	.....	.....	7	9	26	2	.....	.....	.....	.....	.....	150
San Mateo.....	5.4	.....	10	6	.....	2	4	.....	11	.....	.....	2	1	.....	3	5	4	300
Santa Barbara.....	9.5	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Santa Clara.....	6.5	1	36	15	6	30	16	5	60	.....	.....	13	1	.....	25	18	24	600
Santa Cruz.....	6.6	.....	10	2	1	2	4	.....	1	30	.....	.....	.....	.....	4	.....	.....	240
Shasta.....	5.	.....	19	.....	.....	21	5	1	18	18	10	13	.....	.....	2	3	5	480
Sierra.....	5.3	.....	12	3	7	3	1	4	25	44	138	4	.....	.....	10	.....	.....	400
Siskiyou.....	4.1	.....	12	5	5	4	3	2	15	7	13	5	.....	.....	1	.....	.....	600
Solano.....	5.3	1	16	.....	11	7	5	6	20	.....	.....	1	1	.....	9	16	.....	400
Sonoma.....	4.3	1	51	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	20	30	.....	800
Stanislaus.....	4.	1	5	.....	4	7	.....	.....	.....	20	50	3	.....	.....	1	.....	.....	20
Sutter.....	5.	1	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tehama.....	5.6	2	5	5	1	11	.....	5	9	24	55	5	2	.....	.....	.....	.....	600
Trinity.....	6.	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	200
Tulare.....	5.	.....	6	10	.....	.....	.....	2	.....	30	200	3	.....	.....	1	.....	.....	250
Tuolumne.....	4.3	2	8	.....	.....	.....	1	.....	.....	25	27	7	.....	.....	8	.....	.....	365
Yolo.....	6.	2	20	4	9	23	4	9	25	.....	.....	1	.....	.....	5	11	16	400
Yuba.....	3.3	2	20	.....	9	13	1	.....	20	.....	.....	15	1	.....	6	.....	.....	500
Totals and Av'ge.	5.4	31	647	149	159	294	124	99	1,058	971	2,460	219	17	277	308	242	86	440

TABLE 6.
ABSTRACT of the Financial Reports of County Superintendents and County Treasurers, showing Errors and Variations.

COUNTIES.	State Apportionment—Correct Amount.....	Amount as returned by County Superintendents	Variations.....	Amount as returned by County Treasurers.....	Variations.....	Amount of County School Tax as returned by County Superintendents.....	Amount of County School Tax as returned by County Treasurers	Variations.....
Alameda.....	\$4,238 41	\$4,211 45	\$21 96	\$4,131 83	\$21 96	\$3,773 25	\$8,185 22	\$1,411 97
Amador.....	3,518 89	2,947 46	565 93	3,513 39	.....	3,962 28	4,570 94	608 66
Butte.....	3,876 70	3,576 70	200 00	3,376 70	.....	4,324 46	3,665 48	658 98
Calaveras. . . .	4,009 70	3,289 13	720 57	4,009 70	.....	2,531 40	2,834 27	302 87
Colusa.....	924 69	557 87	366 78	1,073 84	148 74	2,128 16	2,375 85	252 69
Contra Costa.....	3,181 06	3,182 58	1 52	3,181 58	52	3,165 28	3,165 28	.....
Del Norte	321 37	365 05	48 68	.....	.....	247 80	.....	.....
El Dorado.....	6,092 55	6,112 85	20 80	6,092 55	.....	8,178 00	10,896 00	2,218 00
Fresno.....	81 73	81 73	.....	81 73	.....	.....	103 50	.....
Humboldt	1,399 44	1,399 44	.....	1,399 44	.....	1,037 40	768 07	265 33
Klamath.....	146 60	146 60	.....	200 00	53 40	230 15	241 17	11 02
Lake	726 29	848 58	877 71	726 29	.....	146 55	189 68	43 08
Los Angeles.	4,740 19	2,908 08	1,832 16	.....	.....	4,084 91	.....	.....
Marin	1,243 89	1,243 89	.....	1,243 89	.....	2,900 91	2,901 51	60
Mariposa.....	1,752 87	796 07	956 80	1,752 87	.....	2,612 86	2,134 22	378 14
Mendocino.....	1,479 20	677 55	801 05	1,479 20	.....	427 86	842 88	415 02

Merced.....	530 57	530 43	14	905 16	349 76	173 16
Mono.....	94 34	94 34		522 92	3408 31	
Monterey.....	3,211 85	2,989 36		3,229 59		
Napa.....	2,566 86	1,357 11	1,209 75	892 61	1,404 06	511 45
Nevada.....	4,925 71	4,841 23	84 48	5,436 14	5,576 14	138 14
Placer.....	3,570 08	3,549 19	20 89	7,865 04	7,908 00	87 06
Plumas.....	898 52	898 52		346 22	341 91	4 31
Sacramento.....	8,920 16	8,110 75	809 41	12,949 30		
San Bernardino ..	1,944 55	864 00	1,080 55	454 74	409 65	45 09
San Diego.....	691 60	499 10	192 50	330 66	347 00	16 34
San Francisco.....	26,192 30	26,192 30		171,784 30	171,784 30	
San Joaquin.....	6,280 35	4,133 56	2,147 79	10,161 96	11,078 78	906 82
San Luis Obispo..	1,441 30	986 02	455 28	135 35	135 35	
San Mateo.....	1,585 23	1,583 23	2 00	3,743 21	4,087 82	344 61
Santa Barbara ..	2,584 06	907 55	1,676 51	453 75	721 66	267 91
Santa Clara.....	7,275 38	7,232 45	42 93	6,265 99	6,113 20	162 79
Santa Cruz.....	2,946 38	1,987 42	958 96	1,851 81	2,631 36	779 55
Shasta.....	1,925 24	2,107 39	182 15	1,484 48	1,494 48	10 00
Sierra.....	1,525 55	1,534 55	9 00	2,034 09		
Slakiyon.....	1,477 64	1,479 60	1 96	1,993 07	1,564 01	429 06
Solano.....	4,041 18	2,544 95	1,496 23	2,653 42	4,656 88	2,003 46
Sonoma.....	7,723 30	7,723 30		2,837 90	3,914 78	1,076 83
Stanislaus.....	831 77	823 30	8 47	1,614 40	1,722 27	107 87
Sutter.....	1,561 54	1,072 67	488 87	1,404 43	1,882 15	477 72
Tehama	1,110 85	1,184 20	73 35	1,457 42	1,389 39	68 03
Trinity.....	614 28	637 95	23 67	1,437 80	1,915 70	477 90
Tulare.....	1,678 16	1,678 16		738 52	981 78	243 26
Tuolumne.....	3,582 63	3,563 18	19 45	2,493 67	2,412 89	80 58
Yolo.....	2,775 46	2,775 46		3,868 82	4,135 28	256 46
Yuba.....	3,808 07	3,808 07		5,125 50	4,078 60	1,046 90
Totals.....	\$145,537 84	\$129,534 32	\$26,898 35	\$299,120 80	\$288,809 48	\$16,221 66

TABLE 6—Continued.

COUNTIES.	Total Amount received from all sources for support of Schools, from column of "Totals" as returned by County Superintendents	Receipts, as formed by corrected addition of County Superintendents' reports.....	Variations	Approximate Amount, from corrected returns in Department of Public Instruction.....	Variations
Alameda.....	\$7,717 90	\$14,029 08	\$6,311 18	\$14,244 01	\$5 07
Amador.....	11,042 78	11,042 78	.....	12,217 87	1,174 59
Butte.....	10,626 45	10,973 56	247 11	9,391 62	1,581 94
Calaveras	8,841 40	8,741 51	99 89	9,462 18	720 67
Colusa.....	3,008 50	3,022 14	18 64	3,641 56	619 42
Contra Costa.....	8,018 61	8,018 61	.....	7,219 34	794 27
Del Norte.....	1,290 00	1,296 00	6 00	1,892 68	102 68
El Dorado	17,573 89	20,922 78	3,348 89	23,120 49	2,197 71
Fresno.....	165 00	165 00	.....	185 23	20 23
Humboldt.....	8,412 45	2,894 64	5,517 81	2,894 64	.....
Klamath.....	677 45	677 45	.....	577 45	100 00
Lake.....	550 00	688 00	138 00	1,133 27	445 27
Los Angeles.....	9,416 16	9,416 16	.....	8,826 10	591 06
Marin	4,588 63	4,710 75	172 12	4,700 75	10 00
Mariposa.....	4,256 81	3,798 48	458 33	4,857 14	558 86
Mendocino.....	1,698 88	1,640 79	52 59	2,077 46	1,086 67
Merced.....	1,579 36	1,578 59	77	1,578 67	68

Mono.....	611 26	617 26	6 00	444 10	173 16
Monterey.....	6,346 20	6,346 20	.....	6,742 41	396 21
Napa.....	3,799 41	3,799 41	.....	5,520 61	1,721 20
Nevada.....	15,751 85	15,913 45	161 60	16,136 07	222 62
Placer.....	13,645 27	13,836 62	181 35	13,806 32	30 30
Plumas.....	2,000 27	2,000 27	.....	1,195 96	4 31
San Bernardino.....	46,272 88	46,272 88	.....	47,082 29	809 41
San Bernardino.....	1,488 76	1,511 77	23 01	2,592 32	1,080 55
San Diego.....	829 76	829 76	.....	1,022 26	192 50
San Francisco.....	219,425 35	219,425 35	.....	219,425 35	.....
San Joaquin.....	21,263 72	23,551 35	2,287 63	25,702 98	1,151 63
San Luis Obispo.....	1,121 37	1,121 37	.....	1,574 65	453 28
San Mateo.....	7,074 23	6,351 12	723 11	6,630 05	721 07
Santa Barbara.....	1,361 30	1,361 30	.....	3,305 72	1,944 42
Santa Clara.....	24,100 44	23,870 24	230 20	23,760 38	109 96
Santa Cruz.....	5,062 94	4,482 34	580 60	6,220 85	1,157 91
Shasta.....	4,320 09	4,290 09	30 00	4,117 94	172 15
Sierra.....	6,155 75	5,726 39	429 36	5,717 39	9 00
Siskiyou.....	4,141 11	4,416 11	275 00	3,986 09	430 02
Solano.....	5,236 45	7,983 82	2,747 37	11,125 56	3,141 74
Sonoma.....	16,073 96	16,073 96	.....	17,150 79	1,077 83
Stanislaus.....	4,013 36	3,856 86	156 50	3,973 20	116 34
Sutter.....	3,666 77	3,757 79	91 02	4,155 64	397 85
Tehama.....	3,462 12	3,462 12	.....	3,320 74	141 38
Trinity.....	2,075 75	2,075 75	.....	2,529 98	454 23
Tulare.....	2,724 10	2,931 68	207 58	2,929 68	2 00
Tuolumne.....	6,921 84	6,922 85	1 01	6,860 52	62 33
Yolo.....	10,485 28	10,362 37	123 01	10,362 37	.....
Yuba.....	16,271 39	16,260 89	10 40	15,234 49	1,026 40
Totals.....	\$550,101 75	\$563,022 69	\$19,636 08	\$581,055 77	\$27,058 12

TABLE 6—Continued.

COUNTIES.	Total Expenditure, found by correct addition of "items," as returned by County Superintendents	Amount as reported in column of totals by County Superintendents.....	Variations.	Balance on hand, from corrected reports	Balance on hand, as reported by County Superintendents.....	Variations.....	Balance on hand, as returned by County Treasurers
Alameda.....	\$10,167 31	\$8,706 42	\$1,460 89	\$4,076 65	\$2,831 50	\$1,245 15	\$3,916 86
Amador.....	11,038 08	1,138 08	.....	1,179 29	1,511 22	331 93	154 22
Butte.....	8,262 15	8,244 20	17 95	1,129 47	2,543 33	1,413 86	3,332 08
Calaveras.....	8,221 22	8,528 56	307 04	1,240 96	2,304 82	1,063 86	2,683 42
Colusa	2,825 75	2,875 70	49 95	814 86	844 51	29 65	5,033 26
Contra Costa.....	5,538 45	5,574 45	36 00	1,680 89	2,438 96	758 07	2,105 71
Del Norte.....	1,619 41	1,515 41	104 00	.....	237 77	237 77	.....
El Dorado.....	18,676 08	17,837 08	839 00	4,444 41	2,229 60	2,214 81	2,726 65
Fresno	165 00	165 00	.....	20 23	.....	20 23	318 28
Humboldt.....	2,856 34	2,888 18	31 84	38 30	575 61	537 31	594 97
Klamath	601 70	601 70	.....	.....	75 75	75 75	520 31
Lake	469 38	245 38	224 00	663 89	758 81	94 92	504 75
Los Angeles.....	7,175 90	7,175 90	.....	1,649 20	7,175 90	5,526 70	.....
Marin	3,471 84	3,456 09	15 75	1,303 16	1,538 87	230 71	1,675 87
Mariposa.....	3,551 75	3,393 48	158 27	805 39	1,685 48	830 09	1,676 45
Mendocino.....	1,131 74	1,135 49	3 75	1,542 72	174 91	1,870 81	749 05
Merced	1,857 59	1,857 59	.....	.....	151 66	151 66	.....

Mono.....	456 00	456 00	.....	.....	161 26	101 26	224 62
Monterey.....	4,848 22	4,848 22	.....	1,894 20	1,497 96	396 24	2,608 54
Napa.....	3,799 44	3,799 44	.....	1,741 30	2,391 74	650 44	2,391 84
Nevada.....	15,322 60	13,842 77	.....	813 97	1,909 08	1,095 11	3,553 74
Placer.....	10,155 44	10,911 31	.....	1,479 33	4,613 92	963 04	5,326 38
Plumas.....	1,817 50	1,817 50	.....	755 87	182 77	4 31	182 71
Sacramento.....	42,611 96	42,611 96	.....	.....	4,470 19	.....	.....
San Bernardino.....	1,794 05	1,790 50	.....	.....	156 98	641 29	410 76
San Diego.....	431 12	431 12	.....	.....	398 64	192 50	459 09
San Francisco.....	178,929 47	178,929 47	.....	.....	40,495 98	.....	38,771 19
San Joaquin.....	21,948 10	22,025 15	.....	.....	761 43	2,991 55	5,912 57
San Luis Obispo.....	705 53	705 53	.....	77 05	715 29	128 83	715 29
San Mateo.....	4,542 12	4,542 12	.....	.....	2,581 95	434 02	2,531 95
Santa Barbara.....	1,032 75	1,032 75	.....	.....	328 55	1,844 42	2,519 54
Santa Clara.....	21,956 82	21,956 82	.....	.....	2,143 42	339 86	1,463 33
Santa Cruz.....	4,482 34	5,120 61	.....	.....	1,639 52	170 15	1,362 08
Shasta.....	3,378 56	3,432 91	.....	.....	1,421 87	682 49	1,421 47
Sierra.....	7,009 65	7,435 44	.....	.....	2,153 15	.....	.....
Siakiyou.....	3,777 00	3,689 63	.....	.....	1,212 01	209 09	1,348 61
Solano.....	8,249 49	1,623 00	.....	.....	575 31	3,374 12	3,617 40
Sonoma.....	16,086 24	16,086 24	.....	6,626 49	1,064 55	.....	4,187 47
Stanislaus.....	3,363 37	3,363 37	.....	.....	673 43	.....	• 923 18
Sutter.....	3,458 54	3,626 61	.....	.....	398 01	63 60	988 00
Tehama.....	3,406 11	3,406 11	.....	168 07	170 45	131 02	930 02
Trinity.....	1,842 50	1,842 50	.....	.....	245 75	441 73	981 02
Tulare.....	2,359 75	2,348 90	.....	.....	229 82	340 11	1,168 82
Tuolumne.....	5,506 28	5,527 78	.....	.....	1,489 32	185 08	2,591 98
Yolo.....	9,948 15	9,972 29	.....	.....	1,210 00	795 78	1,221 51
Yuba.....	13,528 04	14,027 71	.....	.....	8,152 93	6,446 88	8,297 93
Totals.....	\$484,876 83	\$466,542 47	\$14,120 64	\$96,637 97	\$110,418 97	\$41,089 79	\$117,102 48

TABLE 7.

LIST of County Superintendents in the State of California.

No.	Counties.	Term Expiring March 1st, 1884.	Post Office Address.
1	Alameda.....	B. N. Seymour.....	Alvarado
2	Amador.....	Samuel Page.....	Jackson
3	Butte.....	S. B. Osbourne.....	Oroville
4	Calaveras.....	Robert Thompson.....	Mokelumne Hill..
5	Colusa.....	John C. Addington.....	Colusa.....
6	Contra Costa.....	D. S. Woodruff.....	Contra Costa
7	Del Norte.....	C. N. Hinckley.....	Crescent City.....
8	El Dorado.....	M. A. Lynde	Diamond Springs..
9	Fresno.....	H. M. Quigley.....	Visalia
10	Humboldt.....	W. L. Jones	Humboldt.....
11	Klamath.....	R. P. Hirst	Orleans Bar.
12	Lake.....	W. R. Matthews.....	Lakeport.....
13	Los Angeles	John M. Shore.....	Los Angeles.....
14	Marin	James Miller.....	San Rafael.....
15	Mariposa.....	J. R. McCreedy.....	Mariposa
16	Mendocino.....	E. R. Budd.....	Ukiah... ..
17	Merced.....	R. B. Huey.....	Snelling
18	Mono.....	C. A. Niles.....	Aurora.....
19	Monterey.....	G. W. Bird	Monterey
20	Napa.....	A. Higbie.....	Napa
21	Nevada.....	J. C. Chittenden....	Nevada.....
22	Placer	A. H. Goodrich.....	Forest Hill.....
23	Plumas	A. S. Titus	Quincy... ..
24	Sacramento.....	F. W. Hatch	Sacramento
25	San Bernardino.....	A. F. McKinney	San Bernard no...
26	San Diego.....	George A. Pendleton....	San Diego.
27	San Francisco.....	George Tait.....	San Francisco.....
28	San Joaquin.....	Cyrus Collins.....	Stockton
29	San Luis Obispo.....	Alexander Murray.....	San Luis Obispo..
30	San Mateo.....	W. C. Crook	Redwood City.....
31	Santa Barbara.....	R. De la Guerra	Santa Barbara.....
32	Santa Clara.....	S. S. Wiles	San José.....
33	Santa Cruz.....	D. J. Haslam.....	Santa Cruz
34	Shasta	Grove K. Godfrey.....	Shasta
35	Sierra.....	W. C. Pond.....	Downieville.....
36	Siskiyou.....	T. N. Stone.....	Yreka
37	Solano.....	J. W. Hines.....	Vallejo.....
38	Sonoma	C. G. Ames.....	Santa Rosa.....
39	Stanislaus.....	A. B. Anderson.....	Knight's Ferry....
40	Sutter.....	J. E. Stevens.....	Yuba City.....
41	Tehama.....	W. H. Bahney.....	Red Bluff.....
42	Trinity.....	F. Walter.....	Weaverville.....

TABLE 7—Continued.

No	Counties.	Term Expiring March 1st, 1864.	Post Office Address.
43	Tulare	F. O. Ellis.....	Visalia
44	Tuolumne	C. S. Pease.....	Big Oak Flat.....
45	Yolo.....	Henry Gaddis.....	Cacheville.....
46	Yuba	W. C. Belcher.....	Marysville

TABLE 7—Continued.

LIST of County Superintendents in the State of California.

No.	COUNTIES.	Elect, for two years, from March 1st, 1864, to March 1st, 1866.	Post Office Address.
1	Alameda.....	B. N. Seymour.....	Alvarado.....
2	Amador.....	D. Townsend.....	Volcano.....
3	Butte.....	Isaac Upham.....	Oroville.....
4	Calaveras.....	W. C. Masher.....	Mokelumne Hill..
5	Colusa.....	T. J. Andrus.....	Colusa.....
6	Contra Costa.....	J. T. S. Smith.....	Pacheco.....
7	Del Norte.....	R. J. McLellan.....	Crescent City.....
8	El Dorado.....	S. A. Penwell.....	Placerville.....
9	Fresno.....	S. H. Hill.....	Scottsburg.....
10	Humboldt.....	W. L. Jones.....	Humboldt....
11	Klamath.....	E. Lee.....	Sawyer's Bar.....
12	Lake.....	Thomas B. Sleeper.....	Upper Lake.....
13	Los Angeles.....	A. B. Chapman.....	Los Angeles.....
14	Marin.....	J. W. Zuver.....	Bloomfield, Sono-
...	.....	.....	ma County.....
15	Mariposa.....	F. C. Lawrence.....	Mariposa.....
16	Mendocino.....	J. L. Broaddus.....	Ukiah.....
17	Merced.....	R. B. Huey.....	Snelling..
18	Mono.....	.....	.....
19	Monterey.....	E. Earle.....	Monterey.....
20	Napa.....	A. Higbie.....	Napa.....
21	Nevada.....	M. S. Deal.....	Nevada.....
22	Placer.....	A. H. Goodrich.....	Forest Hill.....
23	Plumas.....	M. Hollingsworth.....	Quincy.....
24	Sacramento.....	Sparrow Smith.....	Sacramento.....
25	San Bernardino.....	E. Robbins.....	San Bernardino...
26	San Diego.....	José M. Estudillo.....	San Diego.....
27	San Francisco.....	George Tait.....	San Francisco.....
28	San Joaquin.....	Melvill Cottle.....	Stockton.....
29	San Luis Obispo.....	Alexander Murray.....	San Luis Obispo..
30	San Mateo.....	W. C. Crook.....	Redwood City.....
31	Santa Barbara.....	A. B. Thompson.....	Santa Barbara.....
32	Santa Clara.....	Wesley Tonner.....	San José.....
33	Santa Cruz.....	W. C. Bartlett.....	Santa Cruz.....
34	Shasta.....	John J. Conmey.....	Shasta.....
35	Sierra.....	W. C. Pond.....	Downieville.....
36	Siskiyou.....	Thomas N. Stope.....	Yreka.....
37	Solano.....	G. W. Simonton.....	Green Valley.....
38	Sonoma.....	C. G. Ames.....	Santa Rosa.....
39	Stanislaus.....	George W. Shell.....	Knight's Ferry....
40	Sutter.....	N. Furlong.....	West Butte.....
41	Tehama.....	W. H. Bahney.....	Red Bluff.....

TABLE 7—Continued.

No.	COUNTIES.	Elect, for two years, from March 1st, 1864, to March 1st, 1866.	Post Office Address.
42	Trinity	D. E. Gordon.....	Weaverville.....
43	Tulare.....	M. S. Merrill	Visalia.....
44	Tuolumne	John Graham.....	Columbia.....
45	Yolo.....	Henry Gaddis	Cacheville
46	Yuba	E. Van Muller.....	Marysville

TABLE 8.

STATEMENT showing the amount of School Money raised by County Tax in each county, for each Child between Four and Eighteen years of age, 1863.

COUNTIES.	Amounts.
San Francisco.....	\$11 90
Trinity	5 33
Colusa.....	4 81
Placer	4 00
Marin.....	4 00
Alameda.....	3 82
El Dorado.....	3 61
Stanislaus	3 47
Merced	3 24
Fresno.....	3 23
San Joaquin	3 22
Mono.....	3 21
Mendocino	3 18
Sacramento.....	2 87
Yuba	2 67
Yolo	2 56
Nevada	2 50
Amador	2 44
Tehama.....	2 43
Butte.....	2 13
Monterey.....	2 13
Solano	2 05
Mariposa.....	2 04
Siskiyou	2 00
Sierra.....	1 98
Contra Costa	1 97
Los Angeles	1 72
Santa Cruz.....	1 64
Del Norte	1 62
Shasta.....	1 60
Sutter.....	1 57
Santa Clara.....	1 53
Humboldt.....	1 48
Tuolumne	1 31
Napa	1 12
Calaveras.....	1 11
Sonoma	1 01
San Diego.....	95
Tulare.....	88
Plumas	66
Lake	58

TABLE 8—Continued.

COUNTIES.	Amounts.
Santa Barbara.....	\$ 54
San Bernardino.....	42
San Luis Obispo	18
Klamath, (not known).....	.....

TABLE 9.

STATEMENT *showing the Amount per School Child in each County derived from all sources.*

COUNTIES.	Amounts.
San Francisco.....	\$13 52
Sacramento	10 66
Trinity	9 44
Del Norte.....	9 10
San Joaquin	8 11
El Dorado.....	8 03
Stanislaus	8 01
Yuba	8 00
San Mateo.....	7 95
Colusa	7 65
Placer	7 63
Nevada.....	7 25
Klamath	7 13
Yolo	6 81
Alameda.....	6 64
Amador.....	6 51
Marin.....	6 48
Santa Clara	5 87
Tehama	5 81
Fresno.....	5 78
Merced	5 71
Sierra.....	5 64
Butte	5 45
Mariposa	5 07
Siskiyou	5 06
Solano.....	4 91
Sutter	4 68
Contra Costa	4 49
Sonoma	4 45
Napa.....	4 41
Shasta	4 40
Monterey	4 22
Calaveras.....	4 15
Humboldt	4 13
Mono.....	4 07
Santa Cruz	3 8
Tuolumne	3 72
Los Angeles	3 72
Plumas	3 70
Tulare.....	3 50
Lake.....	3 49
Mendocino.....	3 15

TABLE 9—Continued.

COUNTIES.	Amounts.
San Diego.....	\$2 93
Santa Barbara	2 48
San Bernardino.....	2 41
San Luis Obispo	2 15

TABLE 10.

STATEMENT showing the Assessed Valuation of Property in each County in 1862, and the Rate of County School Tax on each Hundred Dollars.

Number.....	COUNTIES.	Assessed valuation of Prop- erty in the State—1862....	Rate of County School Tax on each hundred dollars— 1862.....
1	Alameda	\$4,100,000 00	\$ 20
2	Amador.....	2,187,708 00	20
3	Butte.....	2,950,551 00	15
4	Calaveras.....	5,248,624 00	10
5	Colusa	2,643,809 00	10
6	Contra Costa	1,840,000 00	20
7	Del Norte.....	300,435 00	10
8	El Dorado	3,862,649 00	25
9	Fresno.....	962,985 00	.....
10	Humboldt.....	1,352,790 00	10
11	Klamath	291,645 00	.....
12	Lake	313,246 00	15
13	Los Angeles.....	3,065,330 00	23
14	Marin	1,817,553 00	20
15	Mariposa	1,536,330 00	10
16	Mendocino.....	1,165,502 00	.....
17	Merced	966,221 00	20
18	Monterey.....	1,297,442 00	25
19	Mono	310,896 00	.....
20	Napa	2,937,760 00	10
21	Nevada	5,055,370 00	20
22	Placer.....	3,225,248 00	20
23	Plumas.....	1,070,000 00	5
24	Sacramento.....	8,820,018 00	20
25	San Bernardino.....	417,238 00	.....
26	San Diego.. ..	471,806 00	.....
27	San Francisco.....	66,531,207 00	35
28	San Joaquin.....	4,670,194 00	22
29	San Luis Obispo	512,742 00	05
30	San Mateo.....	2,165,366 00	15
31	Santa Barbara.....	819,405 00	.....
32	Santa Clara.....	6,038,375 00	10
33	Santa Cruz.....	1,086,918 00	25
	Carried forward	\$140,635,343 00	

TABLE 10—Continued.

Number.....	COUNTIES.	Assessed valuation of Prop- erty in the State—1862...	Rate of County School Tax on each hundred dollars— 1862.....
	Brought forward	\$140,635,343 00	.....
34	Shasta	1,364,998 00	.....
35	Sierra	1,159,205 00	\$ 10
36	Siskiyou	1,653,000 00	10
37	Solano	3,601,171 00	15
38	Sonoma	3,390,677 00	10
39	Stanislaus	768,058 00	25
40	Sutter	1,946,076 00	10
41	Tehama	2,013,749 00	6
42	Trinity	1,166,414 00	25
43	Tulare	1,266,488 00	10
44	Tuolumne	2,742,450 00	10
45	Yolo	2,322,975 00	15
46	Yuba	5,022,424 00	10
	Total valuation	\$169,053,028 00	

TABLE 11.

STATEMENT showing the amount which would be raised in each County by a Half-Mill School Tax, and the amount to such Tax which each County would receive back.

Number.....	Amount which would be apportioned to each County on the basis of one dollar to each child, according to the School Census of 1863.....	Amount which would be raised by a Half-Mill School Tax, without deduction for delinquent taxes.....	Assessed Valuation of Taxable Property in the State, 1862.....
			FOUR VIRE.
1 Alameda.....	\$2,143 00	\$2,050 00	\$4,100,000 00
2 Amador.....	1,875 00	1,093 00	2,187,708 00
3 Butte.....	1,722 00	1,475 00	2,950,551 00
4 Calaveras.....	2,281 00	2,624 00	5,248,624 00
5 Colusa.....	494 00	1,321 00	2,643,809 00
6 Contra Costa.....	1,607 00	920 00	1,840,000 00
7 Del Norte.....	153 00	150 00	300,435 00
8 El Dorado.....	2,879 00	1,931 00	3,862,649 00
9 Fresno.....	32 00	481 00	962,985 00
10 Humboldt.....	700 00	676 00	1,352,790 00
11 Klamath.....	81 00	145 00	291,645 00
12 Lake.....	325 00	156 00	313,246 00
13 Los Angeles.....	2,373 00	1,532 00	3,065,330 00
14 Marin.....	725 00	908 00	1,817,553 00
15 Mariposa.....	858 00	768 00	1,536,330 00
16 Mendocino.....	848 00	682 00	1,165,502 00
17 Merced.....	276 00	483 00	966,221 00
18 Monterey.....	1,599 00	648 00	1,297,422 00
19 Mono.....	109 00	155 00	310,896 00
20 Napa.....	1,250 00	1,468 00	2,937,760 00
21 Nevada.....	2,225 00	2,527 00	5,055,370 00
22 Placer.....	1,940 00	1,612 00	3,225,248 00
23 Plumas.....	514 00	535 00	1,070,000 00
24 Sacramento.....	4,510 00	4,410 00	8,820,018 00
25 San Bernardino.....	1,072 00	258 00	417,238 00
26 San Diego.....	348 00	235 00	471,806 00
27 San Francisco.....	16,228 00	33,265 00	66,531,207 00
28 San Joaquin.....	3,156 00	2,335 00	4,670,194 00
29 San Luis Obispo.....	732 00	256 00	512,742 00
30 San Mateo.....	835 00	1,032 00	2,165,336 00
Carried forward.....	\$53,890 00	\$66,351 00	\$132,670,545 00

TABLE 11—Continued.

Number.....	COUNTIES.	Assessed Valuation of Taxable Property in the State, 1862...	Amount which would be raised by a Half-Mill School Tax, without deduction for delin- quent taxes.....	Amount which would be appor- tioned to each County on the basis of one dollar to each child, according to the School census of 1863.....
	Brought forward.....	\$132,670,545 00	\$66,351 00	\$53,890 00
31	Santa Barbara.....	819,405 00	409 00	1,328 00
32	Santa Clara.....	6,038,375 00	3,019 00	4,043 00
33	Santa Cruz.....	1,086,918 00	543 00	1,600 00
34	Shasta.....	1,364,998 00	682 00	934 00
35	Sierra.....	1,159,205 00	579 00	1,032 00
36	Siskiyou.....	1,653,000 00	826 00	788 00
37	Solano	3,601,171 00	1,800 00	2,263 00
38	Sonoma.....	3,390,677 00	1,695 00	3,847 00
39	Stanislaus..	768,058 00	384 00	496 00
40	Sutter.....	1,946,076 00	973 00	894 00
41	Tehama	2,013,749 00	1,006 00	571 00
42	Trinity	1,166,414 00	583 00	268 00
43	Tulare.....	1,266,488 00	633 00	836 00
44	Tuolumne.....	2,742,450 00	1,371 00	1,842 00
45	Yolo	2,322,975 00	1,161 00	1,520 00
46	Yuba...	5,022,424 00	2,511 00	1,903 00
	Totals.....	\$169,053,028 00	\$84,526 00	\$78,055 00



APPENDIX

APPENDIX.

EXTRACTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

No.	County.	Name.
1	Amador County.....	Samuel Page.....Superintendent.
2	Sacramento County.....	Dr. F. W. Hatch.....Superintendent.
3	Calaveras County.....	Robert Thompson....Superintendent.
4	Yolo County.....	Henry Gaddis.....Superintendent.
5	Nevada County.....	J. A. Chittenden.....Superintendent.
6	Napa County.....	A. Higbie.....Superintendent.
7	Marin County.....	James Miller.....Superintendent.
8	Siskiyou County.....	Thomas N. Stone.....Superintendent.
9	Shasta County.....	Grove K. Godfrey....Superintendent.
10	Alameda County.....	B. N. Seymour.....Superintendent.
11	Merced County.....	R. B. Huey.....Superintendent.
12	Butte County.....	S. B. Osbourne.....Superintendent.
13	Report of State Normal School	

EXTRACTS
FROM
REPORTS OF COUNTY SUPERINTENDENTS.

AMADOR COUNTY.

SAMUEL PAGECounty Superintendent.

We find by looking over the Teachers' and Trustees' reports, that our average School term this year would have been longer than the last if the School year had not been shortened. The attendance is better; more interest is manifested in furnishing School-rooms with apparatus, and in building new School-houses. Much, however, is needed in fencing and improving playgrounds. The revision of the School Law has remedied many defects.

We have tried, as far as practicable, to comply with the recommendation of the State Board of Education in regard to text books. In many districts the new books are used with satisfaction, but others wish to be excused until the desired change can be more conveniently made.

STATE TAX.

The anticipated State Tax for School purposes we commend. The only objection we have heard is, that it is not enough. The Trustees of one district write as follows: "We are in favor of the contemplated appropriation for School purposes, but it should be two mills, instead of half a mill. Our School system can never become what it should be, until it is made self-sustaining by taxation that will reach the purse of every person who receives the protection of our Government. At least ten per cent of foreign miners' tax should go into the School Fund. We would earnestly request the State Superintendent to visit our county, and deliver half a dozen lectures at different places where the least interest is manifested. Such a course would, in my opinion, awaken an interest that would otherwise lie dormant for years to come, and would be of great advantage to the rising generation."

BASIS OF APPORTIONMENT.

The present one is preferable, and more just, than the one founded on the percentage of attendance. If the Schools were free, there would be more justice in it; in either case, we consider the present system better. Important changes in any law should not be made unless great benefit is to result.

TRUSTEES—HOW THEY PERFORM THEIR DUTIES, ETC.

Trustees have done well. Many of our School officers have exemplified praiseworthy conduct in advancing the interest of the Schools under their supervision. All the districts, except one, have organized under the new law. From the knowledge we have of those elected, we have reason to believe that they will keep a correct record of their transactions, and that they will be the means of raising our Schools to a high standard of excellence.

TEACHERS.

Our Teachers, as a general thing, are doing a good work. We have been well pleased, when visiting their Schools, to find such good order and so much interest manifested by the pupils in their studies, and the Teachers absorbed in the welfare of those under their charge. I need not say these Schools prosper. If *all* were like some which we have witnessed, the masses would cling to them as the earth clings to its centre, and its beneficence would permeate every avenue of life.

SCHOOL-HOUSES.

Two School-houses have been built, and one completed from last year. Much credit is due the Trustees and others of Fiddletown District for their indomitable energy and perseverance in prosecuting the work to completion, of building and furnishing one of the best School-houses in the county, the furniture of which will compare favorably with any in the School-rooms of the metropolis.

APPARATUS.

You will see that we have quite an increase in the expenditure for this necessary appliance in the School room.

LIBRARIES.

In a few Districts a nucleus is formed.

TOTAL EXPENDITURES FOR SCHOOL PURPOSES.

Exceeds that of last year by about one thousand and six hundred dollars, (\$1,600,) besides leaving a balance in the Treasury of fifteen hundred and eleven dollars and twenty-two cents, (\$1,511 22.) This speaks well for our citizens. With the present amount on hand and the existing County tax, we have a prospect ahead of an average term of eight months for the School year of eighteen hundred and sixty-four.

MINERALOGICAL CABINET.

We believe in the formation of one in every district where there would be a sufficient interest felt to keep it in good order; and it should be encouraged by the State. Its credit could not be used to better advantage, under proper restrictions, for this is, and is likely to remain, one of our greatest interests.

GENERAL REMARKS.

We have given you a partial outline of our progress in School affairs. We think it quite encouraging; yet we have much to do to come up to a proper standard. We must have ornamental playgrounds, and School-rooms made attractive to pupil and patron. To bring this about, we must have more Teachers who are *educated* to teach. We must place in the School-room something for them to work with, to change the monotony, and present knowledge in attractive forms so as to make its acquirement pleasurable. Then there will be a probability that education shall not cease when Schooldays end. The most important of the new practices that have grown up during the decline of old ones, is the systematic culture of the powers of observation. Our conceptions must be erroneous, our inferences fallacious, and our operations unsuccessful, without an accurate acquaintance with the visible and tangible properties of things. The method of Nature is the archetype of all methods. The system of object lessons shows this. The leaving of generalizations until there are particulars to base them on, the disuse of rule teaching, and the adoption of teaching by principle, show this. The rudimentary facts of exact sciences should be learnt by direct intuition, by employing the ball frame for the first lessons in arithmetic, and of the actual yard and foot, pound and ounce, gallon and quart; and let the discovery of their relationship be experimental, instead of the present practice of learning the tables. Manifestly, a common trait of these methods is, that they would carry each child's mind through a process like that which the mind of humanity at large has gone through. The truths of number, of form, of relationship in position, were all originally drawn from objects, and to present these truths to the child in the concrete, is to let him learn as the race learnt them. Abstractions have no meaning for him, until he finds that they are but simple statements of what he intuitively discerns.

We do not believe the child must be driven to its task, nor do we believe the child will, at all times, be inclined to wisdom's ways, even if it has been instructed in the most approved manner. The truth is, harshness begets harshness, and gentleness begets gentleness; children who are unsympathetically treated, become relatively unsympathetic. It is with family or School government as with political: a harsh despotism itself generates a great part of the crimes it has to repress; while, conversely, a mild and liberal rule not only avoids many causes of dissension, but so ameliorates the tone of feeling, as to diminish the tendency to transgression.

The babe commences its education, even as soon as its eye beholds surrounding objects, and its tiny hand can grasp the coral. Gesture, motion, and sound, are soon copied. Now is the time the child should receive its proper training. Then, with Teachers educated to teach, we shall have more interesting Schools. The State has commenced right in giving life to its Normal School. Let her appropriate with a bountiful

hand. In every School-room a Mineralogical Cabinet should be encouraged. We believe this would aid materially the system foreshadowed in these few lines. The child is dependent on its mother for a period; after this must have its food administered; must, after it has learned to feed itself, continue to have bread, clothing, and shelter provided, and does not acquire the power of complete self-support until he is in his "teens." Now, this law applies to the mind as to the body. For mental sustenance, also, the child is dependent on adult aid. The babe is as powerless to get material on which to exercise its perceptions, as it is to get supplies for its stomach; unable to prepare its own food, it is in like manner unable to reduce many kinds of knowledge to a fit form for assimilation.

It is the chief function of the parent to see that the conditions requisite to mental and corporeal growth are maintained. Just as food, clothing, and shelter are given for the body, so should the proper aliment be given to the mind, in the form of sounds for imitation, objects for examination, books for reading, and problems for solution. If these should be presented in an acceptable manner, an approximation to the desired end will be attained.

"To prepare the young for the duties of life is tacitly admitted by all to be the end which parents and Teachers should have in view."

SACRAMENTO COUNTY.

F. W. HATCH.....County Superintendent.

In reviewing the past, there is every reason for congratulation and satisfaction. The progress of the system has been steadily onward, and, though many of its features need improvement, and a lack of true, stirring, and effective energy has been sometimes exhibited in a few localities, I believe it may be truly said, that in practical utility, in the zeal of those immediately engaged in the work, in the fidelity and fitness of the Teachers, as well as in real, permanent advancement, amid so many trying and adverse circumstances, our Schools may compare favorably with those of other sections.

The returns submitted are as complete as they can be obtained. The census has been thorough, embracing every district; the Teachers have generally complied with the law by transmitting their reports, and only a few of the Trustees have neglected to send in their usual statement of the condition of the Schools. Wherever this duty has been neglected, I am confident that it has arisen from a misunderstanding of the law, rather than a wilful omission of duty. The change in the School year, breaking in upon an old established custom, might well be expected to produce some confusion.

This has also had the effect of somewhat shortening the School term. It will be observed that two of the districts have failed to maintain their Schools a full term of three months, the close of the year two months earlier than usual having deprived them of the advantages they might have had under the old law. These Schools are now in progress, and will have completed the requisite number of months before the anticipated expiration of the year.

The census returns are interesting, and could well furnish a subject for critical analysis. They exhibit a small increase of the juvenile population over previous years, notwithstanding the supposed reduction of the general population as the result of emigration to Nevada Territory. They cannot, however, be made a reliable basis for an estimate of the total white inhabitants, inasmuch as the ratio of children under twenty-one years of age to the entire population is, as yet, much less than in old and long settled communities. This ratio, for different countries, has been estimated at about forty-two per cent, or forty-two thousand four hundred and sixty-three in each one hundred thousand. A similar basis of calculation would give the City of Sacramento but about seven thousand five hundred inhabitants, and the whole county but fifteen thousand nine hundred, in round numbers; or San Francisco County, according to the last census, but about fifty-four thousand six hundred. If this were correct, at least five and six-tenths of the entire population of Sacramento County must have their names enrolled upon the School registers. The comparative excess of adults in proportion to the whole in this State leaves us no data upon which to base an estimate from this source.

We learn from these returns, that there are seven hundred and twenty-five children in the county between six and eighteen years of age, and six hundred and twelve between four and six years, who have been connected with no School, public or private; and of these, six hundred and thirty-two are resident in the country districts. Such a proportion is entirely inexcusable, and exhibits an apparent indifference to the subject of education entirely unworthy of an intelligent community. The fact that twenty-nine per cent of the juvenile population between four and eighteen years of age should have neglected to avail themselves of the advantages so liberally furnished, is a sad commentary upon the appreciation in which these beneficent institutions are held.

So far as concerns the six hundred and twelve children between four and six years of age, it is well enough—far better, in my judgment, than that they should have been confined in the School-room. The youth of the country would be benefited if the practice were generally followed. They need freedom from restraint, exercise—that kind of physical and mental exercise which is to be obtained out-of-doors, and which the School-room can never furnish. But, setting these aside, we still have not far from sixteen per cent shut out from a participation in the benefits which legitimately belong to them, and which it is the duty of some one to see that each of them enjoys. Such a statement seems strange in a land where the system of Common Schools has so long prevailed, and in a community unsurpassed in practical intelligence and energy.

We may derive some satisfaction, however, from the fact that the year just closed exhibits a very decided increase in School attendance over the past. While the census places the total increase of children between the ages of four and eighteen at ninety-five, the number attending School has been in excess of last year by four hundred and fifty-three. I trust that the next report from Sacramento County will “speak yet better things.”

Nor is it only in the enrolment of pupils upon the School registers that our progress is indicated. In the average attendance—one of the best evidences of success, as well as of a general interest in the subject—and in the private expenditures for School purposes, we have stronger and more gratifying assurances.

Last year, the number of pupils in daily attendance was reported to have been fourteen hundred and ninety-eight; this year it has been fifteen hundred and twenty-seven, and the average number belonging to

the Schools, eighteen hundred and fifty-eight. The average duration of the forty-three country Schools for the ten months included in the report is shown to have been six months and five days. Eighteen were maintained six months, or more than six, and eleven for eight months or more. Last year, for twelve months, the average duration was six months and eleven days, for the forty-two Schools.

In eighteen hundred and sixty-two, the amount expended in the country districts alone, from private sources, for the support of Schools, was four thousand and fifteen dollars and eighty-five cents (\$4,015 85); the present report swells the amount to six thousand one hundred and six dollars and sixty-nine cents (\$6,106 69). If we add to this the expenditures from city tax, it amounts to eighteen thousand nine hundred and fifty-six dollars and fourteen cents (\$18,956 14.)

It will be noticed that one of the districts has given a practical illustration of the advantage of the law for a district tax. In Folsom, nearly three thousand dollars were raised for School purposes, and a building erected, which for neatness and convenience, as well as durability, has no superior in the county. Three other districts are either now collecting taxes under the law, or are making preparations to do so, and their example will, doubtless, be followed by several more.

Aside from these evidences of improvement, we have another, not less genuine, in the character of the Teachers employed, and the decreased number of changes which have been made. There seems to have been a greater degree of stability manifested, a disposition to retain a Teacher once tried and proven to be good, a growing conviction of the evil attendant upon the old practice of engaging a new Teacher for every term of School, and especially of the habit, once so prevalent, of picking up strangers in search of Schools, where others, equally good, or better, were to be had, familiar with our system, and whose efficiency had long been tested in the county. Of the Teachers now engaged, or who have been occupied in teaching in this county during the past year, twenty-six have been resident here and actively employed for two years or more, and fourteen for more than three years. They have all passed the ordeal of an examination before the County Board, and have given ample evidence, in the School room, of their practical acquaintance with the business. The habit of frequent changes of Teachers, I regard as most pernicious. It is discouraging to the individuals themselves, and strikes a fatal blow at the pleasant and successful conduct of the Schools. I wish it could be said that each of the Teachers enumerated above had been all the while engaged in a single School. Such is, by no means, the case. In one School, the term being eight months, three Teachers were employed; in another, for four and one half months tuition, there were three Teachers; and in eight other districts, for School terms varying from eight and one half to three and one sixth months, each had two Teachers. In most cases, there was no valid necessity for a change. It was simply the result of a restless spirit of dissatisfaction, a capricious dislike or distrust which would have equally exhibited itself if the incumbent had been the most thorough scholar, the most accomplished and diligent instructor, and the most unexceptionable, morally, and intellectually, to be found in the State.

While this disposition prevails, our Schools cannot flourish. The best Teacher will fail unless he feels that he has the confidence of those around him, and loses all motive to exertion when he is in hourly expectation of a "notice to leave."

Bad as this condition of things is now, it has been worse, and we may take courage in the anticipation of a gradual amendment.

One of the great evils existing among us in the past, has been the call for *cheap* Teachers. It arose, not from a want of appreciation of the good, but from an inability to procure them—a pecuniary limitation. Yet even this seems to be gradually on the decline, and a disposition has been manifested to procure the best which the limited resources at the disposal of our districts will permit. These resources are, however, vastly inadequate to the necessities of the Schools. They afford some slight encouragement for individual action and exertion, and that is all. They are entirely insufficient for the substantial and reasonable recompense of a faithful and diligent Teacher. In the present condition of the districts, it is, in many cases, impossible for private liberality to supply the deficiency; hence, the salaries of Teachers are entirely too small—totally incommensurate with the responsibilities and onerous duties of their positions. So long as thirty, forty, or forty-five dollars—which is generally the extent of the salaries paid here, excluding board—are the limits allowed by the Trustees for the services of a Teacher, we cannot expect to procure the best talent. The market price for knowledge and experience is higher in other pursuits—the wear and tear of muscle will bring as much—and the educated man, capable of filling positions of responsibility, and of acquitting himself honorably in more remunerative callings, will not often consign himself to the less profitable and more laborious business of teaching. The consequence is, that among the applicants for positions in our Public Schools, we seldom find the possessors of that higher kind of talent, of that superior ability as scholars and Teachers, on which we must rely to build up among us a really useful and excellent School system. The success of our Schools depends mainly upon the Teachers engaged; and, unless we pay more than some sections are now able to do, we cannot expect to obtain the best.

We want, too, better School-houses. Comparatively few of our districts are suitably provided for in this respect. They have School-houses, it is true—four walls and a roof—but they are inadequate in size, rude in construction, inappropriate in their arrangements, and, with only one or two exceptions, poorly supplied with the proper kind of desks and seats. Such temporary accommodations might have been well enough in the incipency of our Schools—well enough to begin with—but are entirely unsuited for a system which is designed to be permanent, and whose blessings, it is hoped, may be extended to the latest generations. No one can feel more sensible of these defects, in many cases, than the Trustees and people themselves. They are, as yet, without a remedy. Compelled to tax themselves to the utmost of their ability to support the School, to pay the Teacher, they cannot endure the additional weight of a tax for a new house.

The remedy for these evils is in an increased fund for the maintenance of Schools. Give them more money to pay the Teachers, and they will have more to spare out of individual resources to build houses, and adorn them with all the conveniences and comforts which modern art and ingenuity have contrived. Relieve them from the rate bills, and they will cheerfully provide, by a district tax, everything conducive to the well-being of their children.

For relief in our present difficulties, I look to the result of the petition

now being circulated, asking the imposition of a half mill tax for the support of Schools. If by this means seventy-five thousand dollars (\$75,000) can be raised annually, and placed to the credit of the Schools, it will go far towards establishing them upon a substantial basis, and redeeming the State from the reproach of having failed suitably to provide for a perfectly free system of public education. I believe that the appeal now made to the people in this behalf will be liberally responded to. I am sure that the object will meet their fullest approbation, and that their voice will be heard in the halls of legislation with a decision which will not fail of the attainment of a result so desirable. Until some such step is taken, the system must languish, or, at the best, struggle on, harrassed by poverty and impeded by obstacles which it has proven itself hitherto unable completely to overcome. A tax of this kind will render the burden of supporting the Schools light and equable. By the common system of rate bills it falls upon a few, and these not always the most able to bear it. It is right that the whole property of the State should be made to educate the youth of the State, and that those who have no families of their own to share its direct advantages should pay for the indirect benefits which they and all derive from the diffusion of intelligence and the propagation of those pure germs of virtue which it is equally the office of the Free School system to disseminate. This plan has been found to succeed eminently in other States. In Ohio the tax is one and one half mills; and even in Kansas it is one mill. There is no reason why it should not be tried here.

The report herewith submitted is made up, as before intimated, from the best sources of information in my possession. It is required to embrace the year commencing September first, eighteen hundred and sixty-two, and ending August thirty-first, eighteen hundred and sixty-three. The change in the law, however, has so interrupted the regular order to which our Trustees have been accustomed, that most of the reports received have dated from October thirty-first, eighteen hundred and sixty-two—the time of the last annual returns. I have, consequently, been compelled to make my own to correspond. This is excusable, inasmuch as no records have been kept by a large majority of the Trustees, and the newly elected officers have had no data from which to compile a complete statement of facts from September, eighteen hundred and sixty-two, to the present time. It will be easy, another year, to give a more perfect and accurate report. In this connection, it is well to mention a few defects in the law on this subject:

The School Law requires the County Superintendent to make his report "on or before the fifteenth day of September" in each year, and the Trustees are permitted to delay an important portion of theirs until the same date. The consequence will always be, that the latter will be delayed until the longest time allowed. As the report of the Superintendent is to be made up, to a great extent, from those of the Trustees, the inconvenience likely to arise can be readily seen. It will always be just as easy for the Trustees to complete their reports by the third or fifth of September as at a later date. The Marshal has made his returns by the first of August; the Teacher completes his term on the thirty-first of the same month; the School year expires on that date, and a new organization of the Board of Trustees takes place on the first Saturday thereafter. The reports of the old year should be made up by the Trustees of the same year, or, if deemed better, can as well be prepared by the new Board, as two of them are supposed to be familiar with the affairs of the district. In either case, they could be placed in the

hands of the County Superintendent in time to enable him to examine and compile the statistics they contain. The law, as it now stands, is indefinite, inasmuch as while it allows the Trustees until the fifteenth of September for their financial statement, it requires them to forward an abstract of the Census returns, of the Teachers' report, and much other information, "on or before the tenth of September." Is it intended that they shall make two reports? As the labor imposed upon the County Superintendent, in filling up accurately all the columns and items of his report, is somewhat arduous, requiring no small amount of labor for its completion, an amendment to the law, correcting these inconsistencies, and fixing an earlier date for the reports of the Trustees, would, doubtless, be generally acceptable. I am sure that no County Superintendent, after having tested the exact facility with which his own report can be prepared, will find fault with the law, or consider it a serious reflection upon his industry and skill in compilation, for distrusting his ability to examine, compare, and arrange the multitudinous items embraced in the various reports from which his own is to be made, in a single day.

But this is not the only inconvenience. An experience of six years has taught me that whatever date may be fixed for the reports of the Trustees, they will, in at least a large majority of instances, be behind-hand. The earlier, therefore, the better. If required to be made on the fifth of September, they will probably be on hand by the tenth; thus giving the County Superintendent five days for the compilation of his own report. I can speak the more earnestly and freely upon this subject, as I am not personally interested, this being probably the last report which it will be my duty to make. Having tested the inconvenience myself, I can the more urgently recommend the adoption of a better plan for my successor.

While on the School Law, I wish to speak of one habit prevalent with some Trustees, of permitting Teachers to commence a School term without having first obtained the requisite certificate of qualification, relying upon their ability to pass an examination at some future time. The amendment to the School Law authorizing the County Superintendent to grant a temporary certificate for such as desire to commence their duties in the interim of the sessions of the Board of Examination, entirely obviates the necessity of such a procedure, and leaves it without excuse. Yet it is still practiced to a small extent, on the plea of inability to visit the city, want of time, or some other equally frivolous reason. Even though the County Superintendent should refuse to allow for the time thus occupied in teaching, which he should do, the fact of a Teacher being already engaged in a School, places the Board of Examination in a position of some embarrassment when, as has happened, the applicant fails to respond to the standard demanded. It compels, from motives which can be readily understood, a greater leniency on the part of the Board than is consistent with exact justice. A proper correction of the evil would be a positive legal prohibition against the allowance of salary for the time taught previous to the reception of certificate of qualification, temporary or permanent. This is now the fair construction of the law, yet it is indirect. I have felt it my duty in one instance recently, to decline drawing a warrant upon the order of the Trustees for a term of nearly three months, taught without the authority of any certificate.

Another habit which requires correction, is that of the appointment of Teachers holding Primary certificates to Schools of a higher grade. It is true that few of our country Schools are rigidly graded, yet the *status* of a School at a given time can very well be determined by the general

character it has previously maintained, the classification of the pupils, and the branches of study commonly taught. I hold it to be good philosophy to suppose a Teacher to be incapable of teaching grammar and the higher branches of arithmetic, when he has demonstrated his inability to pass an examination upon these branches. Such, at least, is the basis of all our examinations, and of the grades established. To ignore the grade of our certificates, and to consider them as passports to any School, without regard to the branches to be taught, would be to nullify their validity, and bring the whole system into ridicule.

I think it would be proper, as a means of avoiding misunderstanding and of correcting abuses, to state distinctly that a certificate of any one grade shall not be considered valid for a School usually recognized as belonging to a higher.

I have alluded thus far mainly to the country Schools, as being more immediately under my supervision. To the city Schools more than a passing notice is due. In their general management and in the proficiency of the Teachers they have never been better than at the present time. The number of pupils in daily attendance during the year has been six hundred and eighty-four, and the percentage of attendance eighty-four. The duration of the Schools was eight months and twenty-seven days.

The Superintendent reports eleven Schools in successful progress, requiring the services of twenty-two Teachers and Assistants. The highest salary allowed is for the High School—one hundred and twenty-five dollars (\$125) per month; the lowest, thirty dollars (\$30) for the Assistants in the Schools of lower grades.

Financially the School Department was never in so good a condition. By prudent management it has been relieved of the pressure of a heavy indebtedness, and has been brought, substantially, to a cash basis.

At the last general election a special tax for School purposes was decided upon with a unanimity which attested the interest of the people in this important subject. It is believed that it will very materially facilitate the prosperous working of the system. Probably some four thousand five hundred dollars (\$4,500) will be raised this year for the purpose, and hereafter an amount sufficient for the successful management of the Schools.

The city has, within a few weeks, been unfortunate in the loss of one of its most convenient frame buildings by the act of an incendiary; and only a few days since the School-house for colored children was similarly destroyed. The latter, though not the property of the city, was well adapted to the purposes to which it was applied. The School was maintained under the direction of the City Board of Directors. The number of children of this class reported as belonging is forty-three.

For the present prosperous condition of the City Schools amid so many unforeseen difficulties the Board of Directors deserve much credit.

The following brief summary of a few of the statistics of the year, having reference both to the city and county, may not be without interest:

ABSTRACT of Census and Trustees' Report, 1863.

Total Expenditures		\$4,216 04	\$46,372 63
Other Expenses			
Expended for Sites, Buildings, etc...		\$11,387 63	
Paid for Teachers' Salaries		\$26,981 40	
Received from all sources		\$46,372 63	
Subscription and Rate Bills		\$31,256 00	\$46,372 63
District Taxes		\$18,066 14	
County Fund		\$12,948 30	
State Fund		\$2,110 75	
Valuation of School-houses and Furniture		\$2,857,674 55	
Average salary for thirty seven Country Schools		\$56 35	
Average duration of forty-three Country Schools—10 months	Days	5	
	Months	6	
Percentage of attendance—average ..		.81	
Average daily attendance		1,827	
Average belonging to Schools		1,863	
Between 6 and 18 years, attending Public Schools		725	
Attending Private Schools		438	
All ages, born in California		3,773	
Children between 4 and 18 years		4,510	

CALAVERAS COUNTY.

ROBERT THOMPSON,County Superintendent.

For the fourth time I am called upon to make an annual report, as County Superintendent of Public Schools in Calaveras County.

It has given me much pleasure to serve as Superintendent, and I shall ever look back upon my labors as among the most useful and pleasant of my life.

As the ripple that surrounds the pebble thrown upon the water continues to enlarge, so every good impulse given to educational matters will continue to spread for all coming time, and he who gives that impulse can reasonably hope that his influence will outlive himself. We have a dread of being forgotten, but we must ever keep in mind that if we are remembered by those who come after us, it will be only in connection with the good we accomplish and the principles we advocate; correct principles are imperishable, and although they may be disbelieved for a time, they are certain, in the end, to gain the ascendancy and govern mankind.

The conquest of the sword may for a time be potent, but it is transient, while the conquest of correct principles is as enduring as mankind.

We live in an age of progress. The arts of war and peace are progressing together. War, though an evil, will come, until mankind is so thoroughly educated, that his intellect will perceive and his moral power cause him to obey the spirit of that rule given by Christ from the Mount, "Whatsoever ye would that men should do to you, do ye even so to them." The means by which this rule is to gain power is not to be expected so much from the pulpit as from the School-room. Both must act together, but the School-room will have the greater influence. The one acts five days in seven, and the other only one. The Teachers should exert a much stronger influence than the clergy, even in morals. The progress being made in matters pertaining to education is fast producing this result. The *earnest* workers for the cause of education sometimes get discouraged, but without reason. The last thirty years has shown more progress than any hundred before it, and the end is not yet. There is great reason to hope that the next thirty will show as much progress, if not more, than the last. Like developing a child's intellect, it is the work of time and patient labor, and the lovers of human progress are diligently to sow the good seed, remembering that in due time it will spring up and bear fruit.

Educators should look well to the introduction of a systematic course of moral training in our Schools. This at present is too much neglected. Our youth are better mentally than morally trained in our Schools at the present day, and we should labor to introduce some general exercises in which the great moral principles essential to usefulness in life should be frequently brought to mind and thereby firmly fixed. A single allusion to these great moral principles may do some good, but it is the frequent interviews that leave an indelible impression. Like reading a good book, a moral lesson leaves its mark, but if followed by another, and still another, like a succession of good books, it forms and moulds the young mind while in its plastic state, and if so kept until age solidifies and fixes it, it will be likely to remain so through life. The youth that is governed by good moral principles until he leaves School at twenty-one, will generally continue to be for life. This healthy moral tone is not given

by any one great effort, but by daily bringing around the child a moral atmosphere in which shall float moral precepts, potent, though unseen. This is the work of years, and it will not do to depend on an occasional effort. Systematic training should be introduced. Each day should have its moral as well as its intellectual lessons. Mental training gives power, but simply intellectual culture does not give moral worth. We have a moral and an intellectual field before us, and although the cultivation of one may aid the cultivation of the other, still they are separate fields. Both must be cultivated or our youth will not be fitted for usefulness in life.

Some of our Teachers look well to the moral as well as mental culture of their pupils, but large numbers neglect the moral culture almost entirely, and seem to think that it belongs to the Church and Sabbath School entirely.

We are making rapid progress in education matters. Compared with the age of our State, we have not been excelled. Still there is a great work to be done, and the friends of education must not falter. Rate bills are to be done away by raising a property tax large enough to support the Schools generally. School Libraries are to be placed in each School-house, containing books for reference. The standard of Teachers' qualifications is to be raised, and also their wages, that there will be an inducement to make teaching a permanent profession instead of a mere makeshift until something better turns up. Teachers' Institutes are to be established and well attended in the different counties of the State. Educational periodicals are to be more generally disseminated, and a better system of moral training introduced into our Schools. These, and many other matters, require the attention of the friends of education in our State, until these changes are brought about, and our Schools are what they should be—as good as any in the world. We have much to encourage us every year. More competent parties are becoming interested and taking charge of our Schools. One improvement after another is being made, and the time is not far distant when our Schools will compare favorably with those of the older States.

I have removed for a time from Calaveras county, and on closing my labors as Superintendent, I am pleased to be able to say that for the last four years I have had the hearty co-operation of Teachers, parents, and the friends of education. I leave the county and the position of Superintendent with many regrets, and I shall ever remember the many friends I leave behind with pleasure.

I leave, as Superintendent, an able and faithful successor, whose years of experience will render him of great value to the Schools of the county, and enable him to more than fill my place.

YOLO COUNTY.

HENRY GADDIS.....County Superintendent.

The State of California, in providing for a system of public instruction, has wisely adopted the principle so long recognized by some of her elder sisters, that the property of the State shall educate the children of the State; yet, up to the present time, adequate measures have not been

adopted to carry this principle into full operation. It is the right of our youth to be educated by the State, as it is the right of the State to be protected by her children. Money is said to be the sinews of war, and it is no less so of Schools. No tax is more cheerfully paid into the Treasury than the School tax, and of none is the use made by the stewards of the public more satisfactory to them. I have conversed with many tax payers in this county upon this subject, and am well convinced that a large majority of them are in favor of the small State tax sought to be levied; for after we have exhausted all the means that the present law places within our reach, the consummation so much to be desired, *Free Schools*, will be almost as much an incidental matter as before. On the present basis of apportionment, a yearly revenue of at least twelve thousand dollars, (\$12,000,) or nearly double that of the past year, would be required to give even our village districts a fair endowment, or to make one fourth of the Schools of the county *free*, in the proper sense of the term.

I do not think that a change from the present system of apportionment to that of "Attendance," would produce any very beneficial result. It does seem, however, that a vigorous effort made by a popular and energetic Teacher in a sparsely settled district, should receive a corresponding encouragement, but in such case the duration of the School term should be combined with the "Attendance," and this would make the disparity of apportionment much greater in some cases than that which now exists. Such a change would, I am afraid, operate injuriously to the poorer districts, where money is most needed.

Several important and salutary amendments have been incorporated in the Revised School Law; those which provide for the collection of a rate bill by a summary process, and for the payment of Teachers when acting as members of the County Board of Examination, were imperatively demanded as acts of mere justice.

The School in Cacheville has already been furnished with the text books prescribed by the Board of Education, and most of the others have substituted them in place of the old books as soon as new ones have been required. I have heard little complaint with regard to the quality of the new series of books, although a diversity of opinions still exists, and will continue to exist on this subject among our best Teachers. Willson's Readers are generally preferred before Sargent's, but many are unwilling to admit that Quackenbos is the best author on Grammar.

Uniformity in text books was urgently needed as a mere matter of economy in expenditure, and still more so for the practical efficiency of the advantages to be derived from our Common Schools.

The subject of education opens to us a boundless field of thought, so vast and varied, that when we try to contemplate it, it seems inexhaustible. The very word seems like a fountain springing up with never-ending supplies. Every word we utter, every act we perform, have their influence upon us for good or evil. By our thoughts, words, and actions, we are constantly exerting an influence on those around us, and are in turn influenced by them, though we may not be conscious of it. There are many things that influence us that are never clothed in language at all.

The world is full of the various systems of education, but one thing may be considered as certain: none can be permanent or lasting that does not inculcate a proper moral training. One of the most important agencies in the education of the young lies in the genial influences of home. It is there that the education of the heart should begin. It may

be regarded as an axiomatic truth, that until *woman* is properly educated, in order to be qualified for all the walks of life, as wife, mother, sister, or friend, all the lawgivers and Teachers in the world cannot make men what they should be. The mother, alone, can make the most sacred and lasting impressions upon the mind of the child. The most illustrious of American citizens, whose name is seldom mentioned without reverence bordering on adoration, is a brilliant example of maternal influence and early moral training, that forbade the hero of the story of the little hatchet and the cherry tree to tell a lie. Why do our most zealous sectarians manifest so much interest and zeal in the establishment of asylums for orphan children, and the erection and endowment of seminaries of learning on so cheap a plan that many are induced to patronize them on the score of economy? Is it not that they fully understand the truth of the adage, "just as the twig is bent, the tree is inclined." Give them the tender mind of youth to mould, and they will fashion them to suit their own purposes.

The importance of the right kind of early education must be fully realized by those who are at all familiar with the daily records of crime.

Seven decades have passed away since some of the older States of the Union established a system of Public Instruction. Since that time, it has become an acknowledged duty on the part of every civilized government, even among the despotisms of the Old World. Of the crowned heads of Europe, the "Frederick of the Prussians," was among the first to imitate our example in this particular, and to establish a system of education that may one day undermine the throne of the dynasty of Brandenburg. In our own times, the most consistent and loyal friend of our country, among foreign potentates, since our present struggle for national existence commenced, is and has been the worthy monarch who fills the throne once occupied by Peter the Great. True to the enlightened policy of his illustrious ancestor, who raised Russia to her present commanding position among the powers of the earth, he is at present maturing a system of instruction that will free his subjects from the bonds of ignorance, and enable them to enjoy and appreciate the boon of personal freedom which he has recently conferred upon them, and which is the natural inheritance of all mankind. The lustre of the jewels in the Russian diadem is eclipsed by the immortal radiance of such acts.

The sun of liberty and intelligence, which shines so brightly in the New World, has thus cast its radiance across the horizon of oppressed Europe, and lights up the abode of a benighted people. But we are too apt, when contemplating our national progress, to forget the foundation on which our free institutions rest.

As our country extends the area of its domain and influence, and gives to the world surer evidence of the wisdom and stability of our institutions, education, which is the most essential element of national prosperity, must also move forward with a steady course.

As citizens of California, we have reason to be thankful for the position that we have occupied during our present internecine struggle. It is a pleasing reflection, and one that should give us greater courage, that we have not been called upon to participate directly in the unhappy scenes that have deluged the Atlantic States with fratricidal blood. We have rather cultivated the arts of peace, enlightenment, and prosperity, than those of war, but the general diffusion of knowledge has ever kept alive a feeling of patriotic devotion.

Let us, then, by fostering a judicious system of education, and bestowing proper attention upon the true principles which are the palladium of our liberties, show to our sister States of the Union, that we deserve the proud name that they have given us : *The Golden State*.

NEVADA COUNTY.

J. A. CHITTENDEN.....County Superintendent.

The Teachers of this county have, with an exception or two, given evidence of interest and efficiency in their work. The report for the past year is not so favorable as it would have been had the School year been of usual length. Less time by two months makes a very important difference with those Schools that have only a session in the summer. Various causes have rendered it quite difficult for the smaller districts to obtain Teachers, so that they have been later than usual in opening their Schools. The emigration to new mining regions has taken away many of the patrons of the Schools, and in several instances a majority of the Trustees.

The series of text books adopted by the State are rapidly finding their way to place and favor in our Schools. Much good must result from this provision of the law, which has long been very generally desired, but, for some reason, very long delayed. I think the books well selected; they are certainly a vast improvement on many of the books heretofore in use. I cannot omit especial mention of Willson's Readers, which, while they are well adapted for instruction in reading, afford to the pupil a fund of information on a variety of subjects on which the mass of the people are lamentably ignorant.

I think the School Law might be amended in one respect so as to meet an important want. At present a new district must itself support a School three months before it can be entitled to share in the public funds, and it cannot avail itself of them till the next year. It sometimes happens that measures are not taken for the organization of a School District till near the close of the School year, so near that there may not be time for a School term of three months, in which case the law requires them to wait more than a year before they have any share of the funds. I have witnessed cases where the people of some place had resolutely begun to take measures for a Public School, and where they have been quite discouraged on being told that they could not obtain assistance for nearly or quite a year. I believe that this can easily be remedied, and that it should be. If the law be so amended as to permit a new district to share in the next regular apportionment of the county or State funds, after their supporting a School at their own expense—a School of three months—the funds will be more equitably dispensed, and a greater good be accomplished. A case would not probably arise where the new district would not be a part of an older one; if, then, it is desired to know what portion of the funds they are entitled to, it would only be necessary to ascertain the number of children in their district, deduct this from the one from which they are separated, and the number for both is obtained.

I have not thoroughly examined the question relative to apportion-

ment according to attendance, but I am inclined to doubt whether it would be as well as the present plan. I had thought that it might stimulate to a larger attendance on the Schools, but I have recently witnessed an instance where two Schools were to divide the funds according to the average attendance, and no appreciable difference was made in the number of either; and the Schools were in different villages, which might be supposed to affect it to some extent. Such a change in the law would probably work to the injury of the smaller Schools in country places; besides, one objection to change in the School Laws consists in the fact that it is often a long time before they come to be known and understood.

NAPA COUNTY.

A. HIGBIE.....County Superintendent.

SCHOOL REGISTER AND ORDER BOOKS.

These have been received with rejoicing by Teachers and Trustees. They say, "Now we will try and have our records and accounts kept more accurately." These were very much needed, and I have no doubt the next returns will show the benefits resulting from the provision.

UNIFORMITY IN TEXT BOOKS.

In my School visitations, fifty in number, I have found the people *unanimous* in favor of uniformity. Of course, they do not all agree on the kind of books, but are willing to adopt any author, rather than have five or six different kinds. This multiplicity of books has been a great detriment to the progress of our Schools. I think the new books will be in general use within the coming year.

FINANCES.

Financially, we labor under great disadvantages. Until the present, the county appropriated five (5) cents per one hundred dollars (\$100 00) for Public Schools. Our County School Fund, for the coming year, will be nearly twice the amount of last year, for we now have a tax of *ten* (10) cents per one hundred dollars, (\$100.) We hope soon to have at least twenty (20) cents. I find the people quite ready, also, for the State tax. Petitions are already coming in, signed by every voter in the district. But a word as to the

CASH ON HAND.

Though the plan is not a good one, several districts do not pay the Teachers from any Fund till the close of the term for which they were hired. This is the case with most of the districts that have cash on hand. Had the last School year closed, as previous years, on the thirty-first of October, the balance in their favor would be small. The *cash account* of the Superintendent and Treasurer may not agree in *some* particulars, because of the transfer of some balances, on account of the divi-

sion of districts, and change of time for reports, but the final result, as to balances, is the same.

SCHOOL-HOUSES.

In your blank reports you ask, "How many School-houses disgrace the State?" I am compelled to answer, *eight*; five are tolerable, and four are good. There were, I think, two reasons for this state of things: the first was, the unsettled State of land titles; the second, a general indifference on the subject of education. This indifference was produced, in part, by the fact that many knew not what hour they might be compelled to say:

"No foot of land do I possess,
No cottage in this wilderness—"

while many others were renting ground from large landholders. Under these circumstances, it is not strange that so little attention has been given to our Public Schools and Public School houses. Now the land titles are being adjusted, or are already settled, and parties are purchasing farms and making permanent improvements. In several districts they are about to levy a tax for new School-houses. A better day is coming.

EXAMINATIONS OF TEACHERS.

Examinations have been quite thorough, and quite unsatisfactory to some. Twenty, in all, have been examined by the Board of Examination or by the County Superintendent. Some of the patrons say the Board is too rigid in the examinations—that their district is small, and their children not advanced, and that an ordinary Teacher will answer their purpose. The Teacher, then, who takes such Schools becomes ordinary in the estimation of the people in such district, and also by his own admission. I think they will learn, after a while, that the same principle that holds good in the harvest field, viz: that a *good* hand is cheaper than a *poor* one, will hold good in the School-house, and that *good* Teachers, only, will be employed. Not till then may we expect to see our Schools exert such influences as they ought in our glorious Republic. Our Public Schools in California, all things considered, have made great advances. May the day soon come when they will not be a whit behind the Schools of any State in the Union.

MARIN COUNTY.

JAMES MILLER.....County Superintendent.

I am sanguine in the belief that in no other county of our State has the Public School system progressed so rapidly toward the pinnacle of perfection as in this county during the last two years. That the method by which this progression was attained abounded in difficulties, would be superfluous to state. Suffice it that, thanks to the energetic co-operation of the School officers and the friends of education generally, those great barriers to success have, to all reasonable extents, been re-

moved, and instead, confidence in the efficiency and economy of the system is permanently established in the minds of the liberally disposed people; larger attendance of pupils, longer terms of continuance at School; good faithful Teachers employed; and all the districts furnished with an amount of Public School Fund sufficient to meet general expenses. These are circumstances under which I think it impossible that the system will not, in a very brief period of time, attain a distinction of excellence in this county inferior to that of but few others in the State.

It is to be regretted by the youthful generation here that not even a fractional part of the funds received, applicable to such purpose, were expended in purchasing libraries.

With what salutary results could not a few dollars be invested in such a cause without even remotely infringing on the financial resources of the Trustees. It is reasonable, however, to believe that the Trustees will exert themselves to the utmost of their capacities in remedying this evil during the coming year. Heretofore they have acted upon the principle that momentous projects require a long period of time to reach an effective consummation, otherwise occasions of disappointment, disagreement, and disgust occur to such an extent that the principal object dwindles into nothingness before the all powerful influence of these mis-created prejudices. So it is with the Public School system: hurried, premature action may entail injury, but sober, steady action ever attains its object.

TRUSTEES.

With few exceptions, the Trustees are gentlemen well qualified for the position. In all cases have they well and faithfully performed their duties. I have frequently, during the year, consulted with members of each and every Board upon all particulars concerning their respective Schools, and I confess to a feeling of pride in saying that in no one instance did I find them deficient in that general knowledge which must ever be accepted as the balance wheel, so to speak, to beneficial results.

TEACHERS.

A majority of the Teachers employed during this were much superior to those of last year. In some districts the same Teachers continued in charge. With those, experience in the profession counterbalanced all minor deficiencies. In other districts changes were effected, but they were always for the better. We even boast a graduate from the State Normal School. With few trivial exceptions, they have rendered ample satisfaction to all concerned.

SCHOOL-HOUSES.

We have eleven School-houses, all frame buildings—five new and neatly finished; others—those situated in the “wilds of Marin”—are built on principles more of economy than of attraction; their furniture consists chiefly of desks, chairs, blackboards, and stoves.

ATTENDANCE AT SCHOOL.

Improved since last year, nevertheless, it is impossible that *all* the children may attend School, for the reason mentioned in my report of November, eighteen hundred and sixty-two.

BOARDS OF EXAMINATION.

It has been impossible to call together a sufficient number of qualified Teachers to constitute a full Board, nor was it even necessary, because competent citizens were easily found to do justice in the capacity. The amendments to the School Law which vest the County Superintendent with power to grant special certificates to Teachers, has a salutary influence, too, in compelling all such to attend the regular meetings of the Board of Examination. Heretofore it was necessary to convene a special Board for each applicant, and to those to whom certificates of qualification were granted, it was a matter of quiet indifference whether the Board of Examiners ever held a subsequent meeting or not.

Their own interest being at stake now, it is to be expected that the next regular meeting of the Board will witness the presence of many a gifted wight.

SISKIYOU COUNTY.

THOMAS N. STONE.....County Superintendent.

The Public Schools of Siskiyou have been sadly neglected by their patrons, but there are evidences of a growing interest, which is manifesting itself by the demand for *well* qualified Teachers, and by visits to the Schools. One and all agree that the Public School is the nursery of an intelligent community, and must be supported. Many assert their readiness to contribute to its support, cheerfully and liberally, but a tax they will always defeat. The justice of being obliged to educate other people's children is a theme on which they love to dwell, but forget, too many of them, that their own intellects were cultivated and expanded in some of the Public Schools of an Atlantic State.

SCHOOL-HOUSES.

I am sorry to say that but one new building has been erected during the past year. The citizens of Cottonwood District have built a neat and comfortable little School-house by subscription. Many more ought to be built, but the result of the vote in Yreka City District has given this branch of improvement a *decided chill*.

At the late election of School Trustees, a specified amount for repairing and enlarging the City Public School building was defeated by over one half majority. I hope the subject will be reconsidered, and the citizens of Yreka will show by their votes that the comfort and health of their children, while at School, are not secondary considerations with them, but equal, if not paramount, to their regard for their Poor-house or Court-house. Siskiyou boasts of the best Court-house in northern California. Can she not have one respectable School-house?

The Board of Examination find the general excuse of applicants to be, that they have not been engaged in the profession for several years, have been otherwise employed, and have not reviewed the branches usually taught in a Common School. I am happy to say the Board do not think such excuses valid. The School should not be taxed to educate the Teacher, or, in other words, the School should not be brought down

to the capacity of the Teacher. His standard must be high, or our Public Schools will always be Primary in grade. A few districts still cling to the idea that a *good fellow* will do to teach their School, no regard being paid to his qualifications, fitness to impart knowledge, or ability to govern; but simply wish him to be a good, social, easy-tempered chap. The Board holds its examinations publicly, and if the applicant does not exhibit sufficient knowledge to entitle him to a certificate, he is informed of the fact, and notified of the branches in which he failed. Justice to the children and justice to the Teachers, is the motto of examinations.

SHASTA COUNTY.

GROVE K. GODFREY.....County Superintendent.

The present statistical report furnishes ample evidence of a gradual and healthy advancement in all the essential elements of a good and practical School system in its workings, as it shows an earnest and efficient set of Teachers in their profession; an increase in the number of Schools; the greater length of time during which they were maintained; a gradual increasing attendance on the part of parents, guardians, and children, to the necessity of uniformity and punctuality of attendance upon the exercises of the Schools within my jurisdiction.

The times demand for the public good that Schools should be provided for the rapidly increasing number of children in the county, for good Schools will give a reputation to a place that is worth more than wealth or real estate. School-houses must be built in every district where they are required. They should be agreeable and attractive, instead of gloomy and repulsive. Good Schools cannot be kept in uncomfortable houses, where dreary walls pain the eyesight, and ill made seats cramp and torture the physical system of children. School-houses ought to be pleasant places, with beautiful surroundings, and furnished with appliances for teaching, with maps, libraries, apparatus, etc.; then will our children delightfully assemble there, and learn with greater emulation.

Good School-houses, efficient Teachers, money, apparatus, uniformity of text books, and perfect classification, are the grand essentials to progress and general prosperity to every School.

During the past year the officers connected with the Schools have exhibited increased interest and zeal in the discharge of their duties. There is a wide field open for them to display their energy and talents in promoting the best interests of this institution.

Trustees are the agents of the Public Schools of this State, and on them depends in a great measure their prosperity and usefulness. But they must inform themselves thoroughly concerning all their official duties, provide good School-houses, and make the place attractive; employ professionally trained Teachers, pay them well, visit and inspect the Schools frequently, purchase maps, charts, blackboards, globes, and libraries, for School use.

The successful working of our School system requires the co-operation of all who are directly or indirectly connected with the prosperity of our free institutions. Let parents, Trustees, and Teachers, do their duty and work in concert to the best advantage; let children be made to

feel the importance of learning, and how much their future life will depend on their present deportment and application; then will our School system realize its glorious designs, and the character of the next generation will prove that we have done our duty to the youth of the present age in providing for liberal and progressive education.

ALAMEDA COUNTY.

B. N. SEYMOUR.....County Superintendent.

Not more than about two fifths of the children returned by the Census Marshal are enrolled as attending the Public Schools at all, and only about one fourth attend regularly. The number of visits made by the parents is very small. It is very difficult everywhere to get men enough together to elect Trustees, and in many places it cannot be done at all—the only election, I think, in all our American polity where there is a want either of candidates or voters. These facts, to a reflecting mind, speak volumes. They show that the School is something outside of the thoughts, sympathies, and plans of parents; that if children can earn money, or it is a trouble or expense to send them to School, they are not sent; that the mass of parents think more of politics and pleasure, of gossip and display, and gain, and everything else, than of the mental and moral culture of their children. Public Schools can never advance to a high stage of efficiency and excellence under such an incubus of parental indifference. It takes three parties to make a good School—good Teachers, good children, and good parents; and each of the three factors is alike, and I think I may safely say, equally important. The occasional presence of the parent in the School-house is just as essential to the prosperity of the School as the constant attendance of Teacher and pupils. His acquaintance with the School, his interest, advice, and co-operation, are indispensable elements of its prosperity. Of course, good Teachers and good pupils can make what we in our ignorance call good Schools; but then, parents can add just one third to that excellence if they would only know it and do it.

Then, many of the School-houses are anything but inviting. One looks as if it had been a wanderer in a strange land, without friends or home, and, having set down at the forks of the road, by the side of a brook, to weep over its desolation, some benevolent individual had taken pity on it and fenced it in. Another is in the further corner of a cow pasture, and were it not for a door and window in front, and a beautiful woman and bright children within, would certainly be taken for a cow shed. There is another, that looks as if it had got lost wandering over the plains, and had moored itself to the corner stake of somebody's quarter section to keep from running away with itself. I noticed, as I recently passed that way, that it had had another season of peregrination, only to fetch up at another corner stake, in a condition not unlike Virgil's sailor, when all his fleet had gone to the bottom, and he alone was left swimming, with naught in sight but sea and sky; not a tree, nor fence, nor scarcely a house in sight. I concluded, however, that it had made up its mind to settle there, for I saw an artesian well had been bored. These are country School-houses. But some in the villages are

hardly superior to them; yet it is not necessary to characterize them. In many districts in the county there is need of new, comfortable, and convenient School-houses. Quite a number have none at all, and depend upon renting.

The State ought to levy a State School tax. I suppose every believer in popular government will admit the truth of this proposition: It is the right and the duty of the State to govern itself. It might be modified in this form: It is the right and the duty of the State to perpetuate its own life in the best and cheapest manner. I think the second proposition is equally incontrovertible with the first, and broader and stronger. That proposition being admitted, there is another just as plain and simple. It is that *good School Teachers are the best and strongest police force*. If there is any doubt on this point, we need only to open our eyes upon our country. Why is the North loyal and the South disloyal? Simply because, at the North the State has propagated its life through the Public School, while at the South it has not. If you point to the mobs and the Copperheads at the North, you do but strengthen the argument. For I suppose it is a notorious fact that, in a great many instances at least, "Governor Seymour's friends," as has been wittily remarked, "have X for a middle name." Patriotism, a holy regard for government and law, is most ardent where Public Schools are most regarded. If these things are so—and to doubt them seems to me as difficult as to doubt the clear shining of the noonday sun—then it is the wisest, cheapest, and best policy for the State to levy such a tax. If it be said that the South could never have maintained slavery with a system of Free Public Schools for all her people, of every color and condition, I suppose no one will be found foolish enough to deny it. But if she had always maintained a thorough system of public instruction, slavery had long ago died a natural death, and she now, instead of being one vast battlefield, her soil drunk with human gore, and her ground filled with the slain, would be far advanced in such a career of prosperity and true glory as we little dream of; and her whole people would be filled with the most ardent loyalty, instead of glorying in their shame.

If that example be thought too general and vague, take another. In Butte County, at the November term of the District Court, in eighteen hundred and fifty-seven, there were thirteen murderers to be tried. Unless my memory is very much at fault, the County Treasurer told me that the expense of trying those murderers swelled the county debt nearly sixty thousand dollars (\$60,000.) If they had been taken by the State in early childhood, for how much less money might they have been taught to be useful and honorable citizens, instead of blood-thirsty demons. If any one sees here an argument against employing any but persons of the firmest rectitude and purest morals for Teachers, I have no objection to its being used in that way. I believe it is the duty of the State to propagate its own life through Schools where the purest righteousness and virtue are taught by precept and example.

If it be true, as I think it is, that Schools are a fundamental part of healthy popular government, then there can be no question as to the right of levying a tax for their support; for I suppose it will be universally conceded that Government may levy a tax for its own support.

If it is objected that a State tax, in addition to the School Funds already provided, would give some districts more money than they need,

then let a new law of distribution be framed that will put the money where it is needed. The State had better spend a few thousand dollars to teach any single family to be useful and honorable members of society, than to suffer that family to grow up to be boors and brigands. The method of government by education will be found infinitely cheaper and better every way than that by punishment. Every one at all acquainted with the condition of the Schools throughout the State knows that the present revenues are not at all adequate to the wants of the Schools.

MERCED COUNTY.

R. B. HUEY,County Superintendent.

Many of the Boards of Trustees seem to manifest too little interest in the important subject of Public Schools. While they wish them to succeed and prosper, they are too careless and negligent to give them that care and attention which is expected from them and which it is their duty to do. I have visited the districts, and counselled with the Trustees on the importance of encouraging in every possible way all the means calculated in any wise to enhance the utility and effectiveness of the Schools of the county. I find, however, that too many of them depend upon the County Superintendent to do all the work, and look to him as being wholly responsible for the efficiency or inefficiency of the Schools. In fact, some of them have read the School Law so little that they remain ignorant of its contents, depending on the Superintendent for information regarding the duties of their official position. Several reports came into my office deficient in statistics, notwithstanding my earnest request that the requirements of the law might and must be fully complied with.

I anticipate some trouble in some of the School Districts in regard to obtaining Teachers—especially at Snelling's.

The citizens composing the Jackson District are divided in politics, and are so opposed to each other that it seems no Teacher is likely to be obtained that will suit both parties. One of the Trustees of this district has sent in his resignation, and most likely the other two will resign. I do not know whether it will be possible to establish a School there or not. I have used every means to reconcile the factions, but without effect so far. It is to be hoped that this state of feeling will not long continue to exist in opposition to the interests of the School and the community.

In order to promote the interests of education in the county, I called an Educational Convention at Snelling's on the fourth of last June. The object was to organize a County Teachers' Institute, the examination of persons applying for certificates, the adoption of a uniform system of books for the use of the Public Schools, and to discuss the interests of the Schools and education generally. The meeting, though not largely attended, was quite interesting. The Convention remained in session two days, accomplishing most of the purposes for which it was called, and adjourned to meet subject to the call of the County Superintendent. The Board of Supervisors placed at my disposal the full amount allowed by law for the use of Institute purposes. But a small amount has yet been used. It is the intention of the Institute to apply most of the Fund

to the purchase of maps, charts, globes, and books, for its special use, to be preserved in a library. All who were present at the Convention were pleased with the proceedings, and the Teachers present expressed themselves greatly benefited from hearing each others' views and experience on the art of teaching, and the best mode of government to be observed in the Public Schools in order to promote their greatest success and advancement.

Although the past year has not proved as successful and encouraging as was to have been desired, I do not feel discouraged, but enter upon the duties of the new School year with an increased desire and fuller determination to discharge to the utmost possible extent every duty devolving upon me in my official relation to the people, and as a warm supporter of the system of Public School instruction.

Upon receiving books, blanks, and instructions from your department, I have forwarded them to their respective destinations, with the request that they be faithfully observed in every particular, and that full, correct, and prompt returns be made at the proper time, and in a proper manner, to my office.

I think, under the new order of things, we may expect to see a greater degree of prosperity develop itself in the Schools of our little county.

In consequence of the small amount of funds provided by the county for the maintenance and support of the Public Schools, I resolved to appeal to the Board of Supervisors for an additional percentage for School purposes. I accordingly presented the matter to them for consideration, and they finally agreed to raise the per cent for School purposes to twenty per cent, which will double our County School Fund for the ensuing School year.

The sum which the several districts will draw from this Fund, increased by that which will be derived from the State School Fund, will, with a small rate bill or district tax, enable each district to continue their Schools the greater part of the year. Should we be fortunate enough to get experienced and competent Teachers, which is my determination, together with a uniformity of the best of School books, I can anticipate a flourishing and prosperous condition of our Schools for the ensuing year.

As regards School Libraries, we have none. Our School Fund has been so small that we could not spare any for the purchase of books; and as such is indispensably necessary to the proper growth of a School, I have called the attention of Trustees and citizens to the matter. I suggested that a small district tax might be levied for such a purpose; it would not be felt by each one, and the sum thus collected would provide a small library of historical and other useful books, which, if properly used, would afford matter of instruction and usefulness that might produce a lasting benefit to the young scholar.

One great object to be attained in the course of instruction pursued in our Public Schools, is a practical, thinking scholar—one that can apply his ideas to some defined purpose. Unless this is accomplished, we fail of the proper end to be attained, and for which our Public School system was instituted.

We imagine we hear some say: "Our children have learned to read and write, studied arithmetic, geography, and English grammar, and is this not sufficient? Why, then, all this ado about Schools? Cannot other children attain the same?" But such persons do not comprehend the real difference between a dead, inactive knowledge, and one that is practical and progressive.

Now, reflect a moment. Where is the boy or girl, just from School, that can sit down and compose an intelligent letter, or read understandingly any complex subject or discourse, or solve the practical problems of arithmetic, or give the descriptive geography of a country, or analyze a sentence or discourse into its component parts? Understand that pronouncing short or long sentences with ease is not reading; performing certain chirographical movements of the pen by imitation, or from an impress of the mind, is not writing; reciting a long list of geographical names and definitions is not understanding geography; neither is analyzing a sentence and giving the parts of speech a correct knowledge of the synthesis and analysis of composition; nor is producing the solutions of problems in arithmetic, according to the rules laid down, comprehending the practical application of numbers to the business relations of life. Indeed, we may remark, that so far as practical utility is concerned, the branches of a common education, such as is considered complete by many parents, is no more than an imperfect mixture of undefined ideas, from which the young scholar turns in disgust, and seeks that employment for the body and intellect, amid the fashionable resorts of gayety, idleness, and dissipation, which, for the want of proper advantages, are denied to him elsewhere.

If we wish the youth of our land to have an education that will make men and women of them, we must come forward with the means, and raise our Schools to a first class standard. Let us infuse into them a spirit of activity that will encourage a vigorous course of instruction, such as will make itself both seen and felt in the daily rounds of business, in society, and amid the family circle; that will expand the mind, cultivate the virtues of the heart, bring peace and consolation, and impart solid enjoyments and sunshine to the decline of life. That this may be accomplished, we *must* have the means to keep our Public Schools moving, and that we neglect none of the essentials to render them comfortable and attractive. When this is done, it is equally as important that the pupils have all the advantages of regular attendance. Punctual attendance, only, will lead to success. They should be instructed to be diligent, obedient, and studious, and to consider no task as impossible. By pursuing this course, with active, energetic, and competent Teachers at the helm, we may anticipate a degree of success and prosperity in our Schools that will redound to the honor of our State and the glory of our common country.

THE STATE SCHOOL TAX.

I regard this move on the part of the friends of education in our State as one of vital importance; and I think no one friendly to the cause of Public Schools will object to the passage of such an Act on the part of our Legislature. There are, however, many persons who will oppose the passage of such a law by throwing every obstacle they can in the way. Such persons are unfriendly to reform in general, and oppose every scheme set on foot for the improvement of the social, moral, and intellectual condition of society. This class of people cannot be looked upon in the light of true friends to the Commonwealth. They are narrow minded and contracted in their views, and look at everything that does not immediately benefit them as unwise or impolitic. I regard the passage of such a law as one of the very best Acts which our Legislature could pass. It seems to me that it is a right which the State should, in a great measure, reserve to herself—the education of her youth. It is a

part of the political economy of a nation to provide such means as may either directly or indirectly act against the prevention of crime.

I am heartily in favor of the passage of such a law, and sincerely hope it may meet with the acceptance and hearty co-operation of our ensuing Legislature.

APPORTIONMENT OF SCHOOL MONEYS.

As regards the apportionment of the School moneys on the basis of attendance, as taken from Teachers' reports, I think is good. It will induce parents to send more regularly.

But where two Schools are kept in the same district, it sometimes occurs that the scholars belonging to one of the Schools at certain seasons of the year cannot attend regularly, whilst the scholars belonging to the other attend regularly; one School may have forty names registered, and the other only seventeen, yet the latter will draw nearly as much of the School moneys as the former, which I consider hardly equitable.

We have adopted the new series of text books in the Schools which have opened. They meet with entire success, and are well received by the pupils. I think they are decidedly the best I have ever seen, and deserve to be retained in our Schools for some time to come.

BUTTE COUNTY.

S. B. OSBOURNE.....County Superintendent.

FINANCIAL.

There are twenty-eight School Districts, thirty School-houses, two of which are rented, and twenty-six Schools in good running order, save that a number of School-houses are a disgrace to the State, and especially the School-house at Oroville. Many of the districts are intending to build good and comfortable ones, and I hope the work will not cease until new ones take the place of all the old ones.

The School-house at Forbestown reflects credit on the citizens of that place. The fact of having good School-houses, comfortably seated and furnished, is a strong inducement for children to love to attend School.

THE DUTIES OF TRUSTEES.

As a general thing, they desire to attend to their duties, but many of their reports are made as a mere matter of form rather than of interest. But I trust for the future that the new order book furnished by the State will remedy this evil, so as to arrive at a correct expenditure of all moneys appropriated for School purposes, and likewise all receipts for money, and from what source it is derived.

TEACHERS.

There are about thirty Teachers following the profession in the county. Of this number six can be rated as Number One, and the re-

mainder Number Two, and I would not have the latter class bury their talent in the ground, but strive to bring forth in time other ten talents, and thereby place themselves above the mediocrity of Teachers. Not more than one half of the Teachers in the county subscribe for an educational journal.

Since the middle of August I have visited all the Schools that were in session, and endeavored, as far as in my power, to test the patriotism of the scholars, and the kind of teaching and impressions they received from their Teachers to further their general knowledge of things outside of the School-house; and I am happy to say that among the many there were some of more than ordinary acquirements—boys, from six to eight years of age, who would put to shame those of riper years. I would state that in one of the Schools, (Stoneman District,) I found the American flag unfurled behind the Teacher's stand. I thought it was commendable, and well calculated to instil into the youthful mind a lesson that nothing but death could ever eradicate. Query—Would it not be a good idea to introduce one into every School?

REPORT

OF THE

Board of Trustees of the California State Normal School.



REPORT.

The State Normal School of California was duly organized under the provisions of a legislative Act, approved May second, eighteen hundred and sixty-two.

At their first meeting, May twenty-second, eighteen hundred and sixty-two, the Board of Trustees accepted a proposition made by the Board of Education of the City of San Francisco, whereby the use of the High School building of San Francisco, and its philosophical apparatus, was tendered to the Normal School. At this meeting it was resolved that the number of pupils admitted to the School should be limited to sixty for the first session, or to one pupil from each county in the State; and that in case there should be no applicant from any county at that time, applicants from other counties should enjoy the privilege of admission thus forfeited by the delinquent counties.

A detailed plan for the organization, classification, and general management of the School, which has been published by the State Superintendent in pamphlet form, was subsequently perfected and adopted by the Board.

The Trustees, desiring to procure the best professional talent possible for the instruction of the School, invited by public announcement candidates for the position of State Normal School Principal to present letters of application with accompanying testimonials of qualification.

The salary offered was two hundred and fifty dollars (\$250) a month during the session of the School. Mr. Ahira Holmes, a gentleman of long experience in teaching, was elected. Having settled the preliminary arrangements for the opening of the School, the Board appointed Hon. A. J. Moulder, the State Superintendent of Public Instruction; Geo. Tait, Superintendent of Public Schools of San Francisco; and Gustave Taylor, of Sacramento, an Executive Committee to carry into effect their orders, and to arrange the details for the future conduct of the School.

On the twenty-first of July, eighteen hundred and sixty-two, the Normal School was opened in one of the vacant recitation rooms of the San Francisco High School building, which the Board of Education of that city had previously supplied, according to their agreement, with the requisite furniture and School appliances.

Before the expiration of the first session the capacity of this room was found to be too contracted for the proper accommodation of the Normal School, the attendance at which had steadily increased from the commencement of the term. The Executive Committee applied to the Board of Education for further facilities for the Normal pupils. This application resulted in the procurement of a building, which, although not well adapted to the use of a School, still afforded ample accommodations for the increasing number of Normal pupils. At this time the Board of Education established an Experimental School, or School of Practice, in connection with the Normal School. The Teacher of this School was appointed by the Executive Committee. The advantages of this School, which was composed of girls, taken mostly from the Grammar Schools of the city, can hardly be estimated. With such an auxiliary, student-Teachers in the Normal School were provided with every facility for acquiring that knowledge of books and practical skill in teaching, on the possession of which depends their future success as Teachers.

At the close of the term in December, an informal examination of the School was held in presence of some invited guests. The report of this examination was published, and reference thereto will show that at the date above named, the Normal School was in excellent condition, having an attendance of thirty-four pupils, of whom twenty-four were present at the time; whilst the Experimental School had so much increased as to require the employment of an additional female Teacher, whose appointment, as well as salary, were received from the Board of Education.

At the close of the School year, May fifteenth, eighteen hundred and sixty-three, the pupils were subjected to a rigid examination by written questions and answers, with a view to ascertain if they were prepared for graduation. Diplomas were awarded to four ladies, who, immediately after graduation, received appointments to teach in different parts of the State.

The appropriation made by the Legislature in eighteen hundred and sixty-two, for the support of the School, was totally inadequate to the maintenance of the School, and had not the Board of Education of San Francisco generously supplied the means that were lacking, this institution, whose establishment had been so long and so earnestly desired by all the friends of popular education in the State, would have terminated a painful existence. The good results of the enterprise have been thus far so apparent to the educational community of San Francisco, that the Board of Education of that city will exert itself to retain the location of the School at San Francisco after the expiration of the two years which were specified by law for the location of the School in San Francisco. Already three cities have signified their intention to compete for the location of the School in their midst. A like generous competition has prevailed in other States of the Union for the location of State Normal Schools, and the inducements offered to this end, have been buildings and funds amounting, in many instances, to hundreds of thousands of dollars.

FINANCIAL REPORT, FOURTEENTH FISCAL YEAR.

<i>Expenditures.</i>	
A. Holmes, salary.....	\$2,450 00
Miss H. M. Clark, salary.....	925 00
R. P. Fisher, bills and salary as Janitor.....	135 00
James Norman, Janitor.....	24 00
Hubert Burgess, salary, Teacher of Drawing and Penmanship	30 00
J. D. Stevenson, janitorial service.....	56 50
Apparatus, maps, etc.....	160 75
Advertising	76 50
Furniture	137 00
A. D. Hill, labor and cash.....	34 90
Teacher of Calisthenics, and incidentals.....	100 00
Printing.....	31 00
Total	\$4,160 65
Appropriation, fourteenth fiscal year	\$3,000 00
Deficiency appropriation, fourteenth fiscal year.....	1,200 00
Total	\$4,200 00
Balance unexpended	\$39 35

The appropriation of three thousand dollars (\$3,000) was made for a session of five months, but the Board having an excess of funds on hand at that time, concluded to continue the session until the end of the May term of the School. The Board then petitioned the Legislature for a deficiency appropriation of twelve hundred dollars, (\$1,200,) sufficient to maintain the School for an entire year.

The second year of the School commenced on the first of August under favorable auspices. Spacious and comfortable rooms were provided by the City Board of Education in Assembly Hall building, on the corner of Post and Kearny streets. The number of students has been increased to fifty, and a large number of applications have been made for admission in January next. Four model classes, numbering two hundred children, are attached to the School, under the superintendence of Miss Clark and Miss Sullivan. The members of the advanced class of the Normal School are required to take charge of the model classes in turn, two days at a time, under the general direction of the regular Teachers.

An opportunity is thus afforded of becoming familiar with the art of teaching. It is the intention of the Board, in January next, to form an advanced class of those members who have already been engaged in teaching, but who wish to pursue a temporary six months course for the purpose of improving themselves in the practical details of the School-room.

The corps of Teachers employed at present is as follows:

Ahira Holmes	Principal.
H. P. Carlton.....	Associate Teacher.
Miss H. M. Clark.....	Model School.
Miss Sullivan.....	..Model School.

During the year it will doubtless be necessary to employ an additional Teacher, and the appropriation of six thousand dollars (\$6,000) will be barely sufficient to keep the School in good working condition during the year. In view of the anticipated increase of expenditures, the lowest sum with which the School can be continued during the sixteenth fiscal year is estimated by the Board at eight thousand dollars, (\$8,000,) and the Legislature is requested to appropriate that amount for the support of the State Normal School. The Trustees have reduced the expenses of the School to a very economical basis; but they do not deem it advisable to reduce the salaries of the Teachers to the pittance which is characteristic of so many parts of the State. When they cannot pay Teachers a respectable salary they will close the School.

The success of the Normal School, thus far, has exceeded the expectation of its friends. It is a necessity to the State, public opinion demands that it shall be sustained as a part of the Public School system, and the Trustees ask the members of the Legislature to bear in mind that the surest means of raising the standard of our Common Schools will be to foster an institution which shall send out Teachers who, comprehending the responsibilities, and skilled in the art of teaching, will make our Public Schools the best Schools in the State.

GEORGE TAIT, Secretary.

LELAND STANFORD, Governor,
 J. F. HOUGHTON, Surveyor-General,
 JOHN SWETT, Supt. Public Instruction,
 GEORGE TAIT, Supt. of San Francisco,
 G. TAYLOR, Supt. of Sacramento,
 Board of State Normal School Trustees.

December 1st, 1863.

R E P O R T

OF THE

PRINCIPAL OF THE STATE NORMAL SCHOOL.



REPORT.

To the Honorable the Board of Trustees of the State Normal School :

GENTLEMEN :—In submitting this, the first annual report of the condition and prospects of the State Normal School, the undersigned expresses the hope that he may be deemed excusable for presenting facts and statistics with which your Board are already familiar, as well as for indulging in some suggestions relative to the reorganization and future management of the institution.

For the sake of conciseness and convenience of reference, I will present the subject under the following heads, viz :

I.

Normal School proper—its history and prospects.

II.

Course of study and exercises in School.

III.

Statistics of attendance.

IV.

The necessity of maintaining a Teachers's Seminary at the expense of the State.

V.

What the School needs in order to increase its efficiency.

VI.

The Model Department, or School of Practice, and its relations to the Normal Department.

I.

HISTORY AND PROSPECTS OF THE SCHOOL.

The Normal School was organized on the twenty-third of July of last year, in accordance with an Act of the Legislature, approved May of the same year. By a provision of this Act, the sum of three thousand dollars (\$3,000) was appropriated for the support of the School during the term of five months.

Although notice of the opening of the School was given in the newspapers some weeks before the commencement of the session, but two applications for admission were received previously to the day fixed upon for the examination of applicants, and one of these did not present himself for the purpose of undergoing the appointed ordeal. On the day of examination, however, five others were in attendance. These pioneer applicants were all admitted, although several of them could not stand the test of eligibility to membership established by a rule of your Board, but were deficient with respect to a knowledge of the simplest rudiments of the common English branches. They were all admitted, however, on probation, in accordance with the advice of the Superintendent, and all retained their connection with the School until the close of the term.

At the opening exercises the Honorable A. J. Moulder, Superintendent of Public Instruction, and Doctor Taylor, of the Board of Trustees, were present and made appropriate remarks to the class relative to the designs and objects of the institution, and their duties and responsibilities as pupils of the first Normal School established in California.

In this quiet and unostentatious manner, and under the most unfavorable auspices, the State Normal School was organized.

During the first month of the session ten or twelve other members were added to the class, and before the expiration of the term, in December following, the class had increased to upwards of thirty.

A public examination of the class, conducted by the State Superintendent and the Principal, was held on the twenty-first of December, but no diplomas or certificates of graduation were issued to any of the members, as none had completed the prescribed course of study.

Although the provisions of the Act under which the School was established contemplated only one session of the School, of five months duration, during the year, it was deemed expedient by the Executive Committee of your Board that the School should be re-opened after a short vacation, as there was a balance of the appropriation left undischarged, sufficient for its support for about two months. Accordingly the School was re-opened on the twelfth of January following, with about thirty pupils, about twenty of whom had attended the previous term.

A considerable number of those who attended the first session engaged in teaching after leaving the School, and did not return; others were prevented from attending by other circumstances, and one was dismissed for delinquency.

As it was deemed probable that the Legislature, then in session, would make a small appropriation to meet the financial deficiency that might accrue by keeping the School open after the three thousand dollars (\$3,000) appropriated at the previous session, it was deemed advisable to continue the session for a few weeks longer than the time fixed upon at its re-opening, and in accordance with the advice and consent of the State Superintendent, the session was continued until May four-

teenth—four months from the time of commencement. During the term there were forty-one pupils in the class—five males, and thirty-six females.

During the four last days of the session an examination of the class was conducted. The oral examination was conducted by the State Superintendent of Public Instruction, assisted by Professor Swezey, Doctor H. Gibbons, and the Principal. This time was principally devoted to an examination of the pupils in physical geography, physiology, arithmetic, grammar, rhetoric, algebra, geometry, spelling, and methods of teaching, by means of printed questions, to which the pupils were required to give written answers. A limited time (from one hour to two hours and a half) was allowed the class for preparing their answers to each set of questions, and the average standard fixed at seventy per cent.

The applicants for diplomas were also examined by the Committee with special reference to their ability to conduct class exercises, by being required to teach in their presence in the Model Department.

After a careful examination of the manuscripts of the pupils, it was decided by the Committee of Examination that only four of the applicants were entitled to certificates of graduation. The names of these, together with copies of the questions propounded to the class, will be found appended to this report.

A very large majority of those who have entered the School during the session, have been found exceedingly deficient in a knowledge of the elementary branches of study that are usually taught in our Primary and Grammar Schools, and all have required special instruction and training in the rudiments of the common English branches. Many had not attended any School whatever for a long time, and were sadly deficient in relation to the amount of mental vivacity and discipline so necessary for the Normal student to possess. Several were dismissed during the term, in consequence of their want of application, and for other delinquencies, and their consequent inability to maintain a respectable standing in their classes. Four or five young ladies were admitted on probation, (by the advice and consent of the Executive Committee,) of whom but two were found qualified, after two or three months trial, to pursue the course with advantage to themselves, or credit to the School.

The following counties have been represented in the institution during the session, viz :

Contra Costa ;	Solano ;
San Francisco ;	Alameda ;
Nevada ;	San Joaquin ;
Sacramento ;	Yuba ;
Marin ;	Napa ;
Santa Clara ;	El Dorado.

It is a matter of disappointment and regret to me that so few from the mining and agricultural counties of the State have been inclined to seek the advantages which the School affords, and, more particularly, that those who have entered have been found so very deficient in point of both scholastic attainments and mental discipline. As the objects which the School seeks to accomplish become more generally under-

stood, however, it is probable that this latter obstacle to its success in meeting to the fullest extent the designs of its establishment will be gradually removed.

But the above does not exhibit the true proportional attendance from the several counties, as a considerable number of those who have attended from San Francisco must be considered as residents of other sections of the State, as their parents reside in the "rural districts," and they are only remaining temporarily in this city with their friends or relatives, in order to avail themselves of the privileges which the School affords. It is presumed that nearly one half of the students that have attended are bona fide residents of other counties. It is furthermore probable that a large proportion of the future members of the institution will attend from this city, whatever place the Legislature may hereafter designate for its permanent location.

A considerable number of applications for admission to the institution next term have already been received, and among these I am pleased to notice a larger number of those who have had experience in teaching than have heretofore applied.

The whole number of pupils who have attended during the nine months that it has been in session is forty nine, while the average daily attendance has been only about twenty-five. This exceedingly low average attendance has been occasioned, in a great measure, by the fact that so large a proportion of the members entered after the opening of the session; but some of the pupils who reside in the city have been habitually irregular in their attendance.

One of the most prominent disabilities to which I have been subjected in conducting the School, has been a want of a convenient and comfortable School-room in which to hold the sessions.

During the first three months of the session the City Board of Education appropriated to the use of the School a small class-room on the basement floor of the High School building, but in November, as it was deemed expedient to organize a Model Department, and as there was no convenient room that could be obtained for the latter, either in the building occupied by the Normal or in the vicinity, it was found necessary to remove the School to some locality where accommodations could be obtained for all the departments in the same building.

Rooms well adapted to the wants of the School could not be procured, but as a last resort it was finally decided to rent for its use those which it continued to occupy up to the close of the session. This house was in every respect unfit for the use of a Normal School.

II.

COURSE OF STUDY AND EXERCISES OF THE SCHOOL.

The following branches have been taught in the School during the year, viz: Practical and mental arithmetic, physical and descriptive geography, English grammar and analysis, rhetoric, composition, reading, penmanship, algebra, plane geometry, physiology, natural philosophy, vocal music, calisthenics, and the theory and practice of teaching. During the latter part of the session Doctor H. Gibbons has delivered a series of lectures to the class on the subject of botany, he having generously volunteered to give gratuitous instruction in this science.

The direct instruction on the science or methods of teaching which

has been given to the class, has been principally of an incidental nature, and in connection with the ordinary class drills or recitations, and but few of the pupils have furnished themselves with any text book on this subject. But the more advanced pupils have been required to conduct class exercises in the Model Department under the supervision of one of the Teachers, and have also done the same in the Normal School at every favorable opportunity. Moreover, I have availed myself of all the means at command for impressing upon the minds of those under my care and instruction an idea of the great responsibility that they have incurred in connecting themselves with the School as candidates for the Teacher's profession, and the importance of the work in which they had declared their intention to engage. I have also conducted all the exercises of the School with special reference to the cultivation of the pupils' power of verbal expression, and have also taken every available opportunity to call the attention of the classes to what I considered the best methods of teaching the various branches, and the means to be brought into requisition for developing and strengthening the faculties of the young pupil. Criticisms, and an unrestrained interchange of opinion, on the part of all the pupils of the class, both in relation to the principles of the various subjects or sciences which have been taught, and the methods pursued in presenting them, have been at all times encouraged, and they have been required to make use of frequent blackboard illustrations by way of elucidating the principles or subjects comprised in the lessons assigned them.

While a large portion of each daily session has been devoted to imparting especial instruction in the various sciences enumerated, the importance of physical training, as a branch of Common School education, has not been overlooked or underrated. During the last session, the members of the School have taken regular gymnastic and calisthenic exercises, under the instruction of Madame Parrot, a graduate of Dr. Dio Lewis' Normal Institute in Boston, and all the members of the School have been subjected to systematic physical training, adopting such exercises as are prescribed by the best authorities on this subject. The apparatus which has been employed in conducting these exercises consists of wooden dumb-bells, wands, rings, and small bags containing beans or grain, by means of which a variety of exhilarating games and performances have been introduced, calculated to furnish diversion for the pupils by arousing competition among the performers, as well as to develop the muscles, strengthen the *physique* and increase mental vigor. This system of physical culture is, I think, well adapted to the wants of our Common Schools, and I hope to see it generally introduced throughout the State. I had great difficulty at first in introducing these exercises, as very few of the pupils appeared to take any interest in them, or even to appreciate the advantages of any system of physical culture in the School-room. A commendable degree of interest has, however, been since awakened, and the members have recently not only engaged in the exercises without apparent reluctance, but in most cases have manifested an apparent fondness for them.

A system of assigning "credits" to the members of the class, at the close of each exercise, both in the Normal and Model Departments, has been regularly adopted, and has been productive of favorable results, by inciting the pupils to application and habits of attention and observation. It is a fact worthy of notice that the relative standing of the students, as exhibited by the aggregate number of credits each obtained during the session, generally coincided with the relative average per-

centage of credits that they respectively received on their examination manuscripts at the close of the term.

III.

ATTENDANCE.

The attendance of the pupils has been somewhat irregular during the session. This kind of delinquency I have made a strenuous effort to check, and have succeeded to a certain extent, although it has continued to exist, and has proved decidedly detrimental to the progress of the pupils and to the general welfare of the School.

But, in commenting upon the various disabilities and obstacles to which I have been subjected in conducting the School, I am fully aware that it has not been in the power of your Board to furnish all the appliances and conveniences necessary for the more perfect establishment and better management of the institution, as but an exceedingly limited fund was placed in your hands by the State Legislature—a sum barely sufficient for continuing the School for about one half the year.

Notwithstanding it would have afforded me extreme pleasure to have been able to present to your honorable body a more flattering and encouraging report of the School, at the close of this the first year of its existence, both with respect to the number of applicants for admission, and the interest that has been manifested in its welfare, I am prepared to state that my anticipations have been, in this respect, fully realized. I entered upon the duties assigned me with some misgivings, and, in view of the imperfect arrangements that had been made for its successful opening, considered the success of the School in meeting the design of its establishment, or even its long continuance, as problematical. It was frequently remarked to me, by those who deemed it very desirable that a School for the special education and training of Teachers should be established in the State, that it was probable that but very few would connect themselves with the School during the first session, and that my class would not probably number more than a dozen, at most, during the year. But if the number of students attending the School is to be considered the measure of its prosperity, then the experiment, as far as it has been tried, may be regarded as quite satisfactory, as there were fifty pupils in attendance during the session—a larger number, by far, than I even dared to hope would resort to the School so soon after its organization.

I apprehend, however, that the labor of organizing a Normal School in this State, and of establishing it upon a permanent basis, is attended with greater difficulties, and met by more formidable obstacles, than it has been in almost any other State where similar institutions are now established. Although there are many, both males and females, who are desirous of teaching for a limited time, and succeed in obtaining positions as a stepping stone to more lucrative employment, and although many of this class of our Teachers are unfitted, both in regard to education and experience, to take the charge of Schools, they are not willing to spend a year, or even a shorter time, in preparing themselves for the work in which they desire to engage. This is especially the case with the young men who are temporarily engaged as Teachers.

I have conversed with many Teachers, and corresponded with others, who have contemplated entering the School, but who subsequently

decided not to do so at present, as they thought that they could not well afford the expense of time and money to which they would be subjected by attending the course. Others would willingly attend in case the State had provided for paying their board bills while they were members of the institution. Some have signified their intention of connecting themselves with the School at some future day, when its efficiency in meeting the ends of its establishment shall have been more thoroughly tested, and when more extensive and adequate provisions shall have been made for its permanent organization and support.

The insatiable desire to invest in "feet," and to accumulate the gold of our placers, and the restless, unsettled spirit, so characteristic of the young men, and, to some extent, the young women of the State, militate, in no slight degree, against the success of the Normal School.

At the close of the last session, the State Superintendent of Public Instruction announced by circular that an advanced class would be formed in the School next session, consisting of those who were already familiar with the principles of the various branches taught in the School, who intended to teach in the Public Schools of the State, and who required special instruction in the theory and practice of teaching.

In the Normal Schools of the Eastern States many experienced Teachers, graduates of Seminaries and Colleges, and others who possess a good knowledge of the common and higher English branches, may be found, who resort to these institutions solely for the purpose of acquiring a knowledge of the methods of imparting instruction, or of learning how to teach.

There is obviously a deficiency of earnest professional spirit existing among a large class of the Teachers of the State—such a spirit as is absolutely essential to the successful development of a sound and permanent Free School system, and which is requisite in order that the public sentiment may be thoroughly revolutionized in favor of greater liberality on the part of the State Government, in making ample provision for the support of Free Public Schools throughout the Commonwealth. I say Free Public Schools, for we have no system of Free Schools in the State at large. Outside of the cities and the larger towns, parents are compelled to send their children away from home to be educated, or are subjected to the payment of rate bills for the support of a District School from three to seven months in the year. Competent and enthusiastic Teachers can do much by efficient labor in the School-room, as well as by more direct personal effort during their hours of leisure, by way of inciting the residents of their respective districts to build better School-houses, and to otherwise increase their facilities for sustaining good Schools throughout the year.

Many of our Teachers, especially those in the sparsely settled sections of the State, are not professional Teachers; that is to say, they do not possess a thorough knowledge of even the rudiments of the branches of knowledge which they attempt to teach, and know little or nothing of the laws of mental development, and the rational order in which the various faculties of the child should be called into exercise. They have, moreover, no love for the work in which they are for the time engaged, only resort to teaching as a means of gaining a temporary livelihood, and are therefore constantly watching for something to "turn up," whereby they may obtain a situation more in consonance with their tastes and habits of life, and for which they are by education better adapted. I am fully aware, however, that some of those who are engaged in teaching in our Public Schools, and who have been driven into

the vocation by force of circumstances, but do not intend to make it a life work, are both competent instructors and faithful in the discharge of their duties; but these are only exceptions among the class which I denominate unprofessional Teachers. There are also many faithful and successful instructors among us, who have not received a professional education in any institution especially devoted to the instruction and training of Teachers; but they have become efficient educators of the young by years of experience, observation, careful study, and untiring devotion to their School-room duties. We must have more of this class of workers in our rudimentary Schools.

The idea seems to prevail in some sections of our State that almost any one is qualified to assume the charge of a Primary and Mixed School, and accordingly, we find in many cases that those are often employed who will work for the least salary, without apparent regard to the qualifications of the applicant. It requires as much and perhaps more skill or tact to instruct a Primary School successfully than it does that of a higher grade. In some of our Eastern cities this fact is fully recognized by the Superintendents and Trustees, and female Teachers who obtain appointments in Schools of the lowest grade receive higher salaries than those occupying similar positions in Intermediate and Grammar Schools.

I have examined both male and female applicants for admission to the Normal School during the past year, who stated that they had been engaged in teaching from one to five years in "the Interior," and who held certificates of qualifications from the Boards of Examiners of various counties, that were not able to solve examples involving the most simple operations in fractions, to explain one in simple addition, or write a grammatical sentence. One young man, of two years' experience in teaching, failed to perform a single example assigned him as a test of his knowledge of the rudiments of arithmetic, and could not spell correctly more than one word in ten which I gave him at random, although they were all words in common use, and not of difficult orthography.

I received a letter from a County Superintendent recently in which the writer expressed his regret that his county was unrepresented in the Normal School, and stated, furthermore, that at least three fourths of the Teachers in the county ought to attend the institution, and that if he could induce them to do so, even for one term, and then to return to their respective posts, he should expect to see a manifest improvement in the Schools in that section, as a result of their efforts to improve themselves.

Not long since, when visiting a School district, not twenty miles from this city, seeing a number of boys at play in the vicinity of a School-house, I inquired of them why they were not attending the School. They stated that the Teacher was in a state of intoxication at the time, and had gone home. They also told me that he was addicted to the constant use of inebriating liquors.

The instances that I have cited may be, and probably are, exceptional cases, but they serve, at least, as illustrations of the fact that School Trustees do not, in some cases, exercise sufficient care in the selection of Teachers whom they employ to develop the mental and moral powers of the children intrusted to their charge.

But how shall this defect be remedied? What course shall be taken, in order that each School District shall be supplied with an instructor who shall realize the magnitude of his labor and the responsibilities and importance of his mission?

In the first place, much can be done by way of attaining the result

named by elevating the profession of the instructor, and by assigning it that rank among the other learned professions which its importance merits and imperatively demands. But good Teachers demand a fair compensation for their labor, and, in order to secure their services in all parts of the State, ample provision should be made for keeping the Schools in session for ten months in the year, and taxes should be levied for the purpose of providing funds for erecting comfortable and commodious School-houses and paying *living* salaries. Much can be accomplished with respect to improving our Schools by educating at a School especially devoted to the object hundreds of earnest and enthusiastic Teachers, who shall go forth, from year to year, thoroughly imbued with the spirit of the true Teacher; those who love their profession and are willing to make any sacrifices, in order that they may accomplish the work devolving on them, and accomplish it well.

IV.

NECESSITY OF MAINTAINING A NORMAL SCHOOL AT THE EXPENSE OF THE STATE.

It has for a long time been a maxim of government in all of the most populous and loyal Commonwealths of the Union, that all the citizens of a State should be educated by the State. Admitting this to be wise governmental policy, (and few, I think, will question its practicability,) it would seem important that not only ample public provision should be made for establishing the requisite number of Free Common Schools in every section of the State, but that means should be provided, at the public expense, for securing good Teachers and the proper kind of instruction; for the public money is not only absolutely squandered by placing bunglers and tyros in so responsible a position as that occupied by the instructor of children, but a vast amount of positive injury may result from the habitual delinquency or incompetency of a single Teacher.

The same principles should be recognized pertaining to the vocation of teaching that are generally received and acted upon relative to all trades and professions.

If we wish a horse shod, we do not employ a man to do the work that has not even served an apprenticeship as a farrier; or, if a watch is to be repaired, it is not put into the hands of a careless experimenter. Furthermore, we do not hazard the lives and health of our children by intrusting them, when sick, to the care of an ignorant charlatan. Indeed, if a Physician cannot produce a diploma from the Faculty of some Medical College, and still presumes to practice medicine, he is deemed unworthy of public patronage, and pronounced by the fraternity of Doctors an ignoramus or an unscrupulous empiric. On the other hand, our children are sometimes placed in charge of tutors who know as little of the branches they attempt to teach, or of the laws of mental development, or methods of mental and moral culture, as does the uneducated medical practitioner of the principles of anatomy, hygiene, or *materia medica*.

How shall this defect be remedied? Obviously, by placing the Teachers' profession on an equality with other professions, or by assigning it that relative rank among the various professions and avocations which its importance demands. In proportion as we elevate the Teacher and his calling, we improve the Schools.

It is the peculiar office of the Normal School to instil proper principles and motives of actions in the minds and hearts of those placed under its fostering care; to create a working power in the prospective Teacher; to enable the student to realize the influence he is called upon to exert, and must exert, while engaged in leading and disciplining the unexpanded intellect.

It is, or ought to be, a perpetual School Institute, in which the members receive proper impulses, through the medium of association and the instruction of those to whom it is directly intrusted, and by directing all their efforts to one end, where they may become gradually imbued with the enthusiasm and spirit of the Teacher.

The history of all institutions that have for their sole object the education and training of such as design to enter upon the arduous and accountable labors of teaching, wherever they are established upon a permanent basis, clearly demonstrates that they serve as the most valuable adjuncts to a sound Free School system, and that they constitute most important auxiliaries to the successful development of that system. Their efficiency has been most thoroughly tested in most of the States of our republic, as well as in England, France, Prussia, and Chili. Even Turkey, and disloyal South Carolina, can boast of having a Teachers' Seminary within their respective borders.

Let us suppose, for instance, that one hundred of those now engaged in teaching in this State, and who design to continue the occupation for a series of years, but who are deficient with respect to the amount of knowledge, discipline, and experience requisite to enable them to be as useful in their several spheres as they otherwise might be, or as they should be, could be induced to attend a good Normal Institute for only one year, and if during this time they should devote their exclusive attention to the science and art of instruction, and to such collateral branches of learning as appertain more particularly to methods of teaching, together with practice in the Experimental Department, under the supervision of a thoroughly competent Principal, how much real good might thereby be accomplished? These Teachers would carry out with them a power for good, the influence of which would be felt far beyond the boundaries of their respective School-rooms or districts, for others engaged in the same work would unavoidably catch a measure of their spirit, and thus the benefits resulting from their year's tuition would be multiplied and extended. I have sometimes heard it remarked that the Academy and High School possess equal if not superior facilities to those claimed for the Teachers' Seminary for imparting a knowledge of the sciences, and, therefore, the Normal Institute is a superfluous appendage to our system of Free Schools. The fallacy of this argument appears in the fact that Teachers' Seminaries claim no rivalry with any other institutions of learning. Their office is strictly professional. The Normal School is *sui generis*, an institution that has for its object not so much the mere culture and discipline of the mind of the pupil, or the mere imparting of general knowledge, as it has the instruction of the student in specific knowledge relative to the means and appliances to be brought into requisition in training and educating the young. It is true that this peculiar kind of knowledge may, to some extent, at least, be given in the High School or College; and in some institutions in our country there is a department engrafted upon the academical course for this special purpose of teaching the student how to teach. It has been found, however, wherever this two-fold office has been attempted, that the work respectively assigned to the two departments

of instruction can be more thoroughly and effectually accomplished by separating the pupils into two distinct classes under separate management.

If my *beau idéal* of the Teachers' School could be fully realized, I would have no pupil admitted as a member of the class who was not tolerably well advanced in a knowledge of all the branches taught in our best Grammar Schools. Under existing circumstances, however, it would not be practicable, perhaps, to raise the standard of admission, as comparatively but few who possess the necessary scholastic qualifications to enable them to procure State or county certificates could be induced to enter the School merely for the purpose of availing themselves of its professional training.

V.

WHAT THE SCHOOL NEEDS IN ORDER THAT IT MAY BECOME MORE EFFICIENT.

It is recommended that no pupil be permitted to enter the School after the first week of each semi-annual session, excepting in extraordinary cases, and that none be allowed to leave, for the purpose of engaging in teaching, before the close of any term.

It seems desirable that a form for a diploma for future graduates should be issued by your Board as soon as deemed practicable. Those who have graduated have received certificates wherein it is stated that they are entitled to diplomas after such shall have been engraved by order of the Board of Trustees.

I would call the attention of your Board to the necessity of permanently fixing the length and number of terms, in order that the Principal may make early announcement of the re-opening of the School, for the benefit of those who may desire to attend and who reside remote from its location.

In deciding with reference to what shall constitute a proper course of study for the California State Normal School, it is necessary to know something of what is to form its constituent elements, for, as in all other Seminaries, the system of instruction and *curriculum* of studies pursued must be regulated in accordance with the average mental capacity and amount of scholastic attainments of those who enter as pupils, as well as with reference to the objects which the institution seeks to accomplish. If the test of eligibility to membership which has been adopted by your Board remains as at present, and those who have entered during the last session are to be regarded as samples of its future members, it will be obviously necessary to establish an elementary course, or one preparatory to that which may be justly considered more strictly professional as far as it relates to its aims and more immediate results. On the other hand, if the School is to be divested of all the distinguishing features of a purely academical course, the standard of admission should be elevated, and the attention of the student mainly, if not exclusively, directed to those departments of learning which directly or indirectly appertain to processes of instruction, or education as an art.

The following presents a general outline of this advanced course :

Those sciences which relate to the nature of the mind and the laws that govern its early development; such as relate to the moral sentiments; those that treat of the organization of the physical system, to-

gether with the organic functions and laws of health; and the means and appliances that are to be brought into requisition for cultivating and strengthening all the faculties of the child. In addition to these, the pupil should be thoroughly instructed in methods of organizing and classifying Schools, as well as in a knowledge of the School laws of the State, and the details of School management and discipline.

If, however, it is deemed advisable to admit those who are deficient with respect to the rudimentary branches of knowledge taught in our Primary, Mixed, and Grammar Schools, they should be thoroughly instructed in these branches, either preparatory to or in connection with the course delineated. It seems necessary, moreover, that the Normal graduate should understand the elements, if not the more advanced principles, of algebra, geometry, physics, rhetoric, and natural history; for who can understand and teach arithmetic well without knowing something of the higher mathematics? or who can comprehend all the principles of geographical science unless he understands astronomy? Even the instructor of our lowest grade of Schools can be more useful in her particular sphere, if she possesses, in addition to a knowledge of the branches usually introduced into this department, a stock of information relative to the sciences enumerated.

Ten of those who have attended the School during the year (including the graduates) are now engaged in teaching, but those who did not finish the course remained but a short time in attendance, and hence the School should not be held responsible for their deficiency, in case they do not meet the expectations of those who employ them, with respect to their methods of instruction.

Not long since I saw a letter which was sent by a County Superintendent to the Superintendent of Public Instruction, in which the writer takes occasion to allude to the incapacity of one of the Teachers of his county who had attended about six weeks at the Normal School during the latter part of the winter session, and who was then compelled, on account of pecuniary embarrassment, to seek a position as Teacher.

Although this young man had never taught before, his want of success was at once attributed to a defect in the system of training at the Normal School; for, the Superintendent adds, "Our Normal School must drill better."

It cannot be expected that any School should work a miracle by transmuting a "raw recruit" into a good instructor of children and youth in six weeks.

The Teachers' Seminary claims no supernatural agency. It requires long and careful drilling to make good soldiers, and any amount of military training fails to make efficient troops of such as lack native energy and trueborn patriotism.

In ordinary cases it will require two years to finish the course of study, and no one ought to enter the School unless he can attend, at least, during two consecutive terms.

But the success of the School in effectually accomplishing the objects for which it has been instituted, does not depend so much upon the number as the character of its students, and, under the most favorable circumstances, much patient, arduous, unremitting labor must have been expended by those in whose charge these prospective Teachers are placed, before the good results will be made manifest throughout the State.

Such pupils, and only such, should be admitted to the School as have decided to teach, or have already had experience in teaching, and design

to graduate. We need such students as possess good native ability, a sound physical organization, and well disciplined minds. The Teacher of the Normal School ought not to be required to spend the time devoted to School exercises in infusing the breath of intellectual life into the members of his class, inciting them to habits of application, and drilling or instructing them in the rudiments of science. If he is compelled to do this, he will have little opportunity for accomplishing the legitimate work of the institution.

VI.

THE MODEL DEPARTMENT, OR SCHOOL OF PRACTICE.

This School was established on the twenty-seventh of October. At first but one class was organized, which consisted entirely of girls, averaging about six years of age, and placed under the charge of an experienced female Teacher. The pupils of this class were mostly taken from several of the Public Primary Schools of the city. On the twenty-fourth of November a Senior Department was established, composed exclusively of girls from fourteen to sixteen years of age. An additional Teacher was employed for this class, and her salary paid from the Normal School Fund.

The average daily attendance in the Senior Department has been about thirty, and in the Primary fifty-three.

During four days in the week pupils from the Normal Class have conducted exercises in the Model School, under the supervision of one of the Teachers.

I cannot speak in too high terms of commendation of the system of instruction pursued by the Teachers of this department, and their peculiar fitness for the positions respectively assigned them, or the untiring devotion with which they have performed the duties which have devolved on them.

Very respectfully,

AHIRA HOLMES,
Principal of State Normal School.

Rules and Regulations and Course of Study

OF THE

CALIFORNIA STATE NORMAL SCHOOL.



State Normal School of California.

BOARD OF TRUSTEES.

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GEORGE TAIT, JOHN SWETT, REV. WM. H. HILL.

SECRETARY AND TREASURER.

JOHN SWETT.

OFFICE—*South-east corner of Montgomery and Jackson streets.*

TEACHERS.

AHIRA HOLMES..Principal.
H. P. CARLTON.....Teacher of Natural Science.

TRAINING SCHOOL.

Miss H. M. CLARK, Miss SULLIVAN.



REGULATIONS.

I.

All pupils, on entering the School, shall be required to sign the following declaration of intention :

“ We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State.”

II.

Male candidates for admission must be at least eighteen years of age ; and female applicants at least fifteen years of age ; and all must possess a good degree of physical health and vigor.

III.

Examinations of candidates for admission shall be held during the opening week of each term, and in such form and manner as may be prescribed by the Executive Committee of the Board of Trustees and the Principal ; and the candidate so examined shall be admitted to such classes as their qualifications may entitle them to enter.

IV.

The Principal of the School shall be authorized, under the direction of the Executive Committee, to examine and admit applicants at any time during the term, when it shall appear that such candidates could not present themselves at the opening of the term.

V.

The Executive Committee shall have discretionary power to promote pupils at any time during the term to higher classes, upon the repre-

sentation of the Teachers that such pupils have earned promotion by rapid advancement in the course of study.

VI.

. The Board of Trustees shall hold an examination of the Senior Class semi-annually, at the close of each term; and diplomas shall be awarded to such members of the class as shall be found entitled to receive them.

VII.

Every Teacher in the School shall keep a class record of recitations, and report the grade and standing of each member of the class at the end of each month, to the Secretary of the Board of Normal School Trustees.

VIII.

The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly to the Secretary of the Board the whole number registered, the average number belonging, the average daily attendance, and percentage of daily attendance.

IX.

The Principal of the School shall have power to temporarily suspend any pupil, and shall immediately report such suspension, with the cause of the same, to the Secretary of the Board.

X.

Irregularity of attendance, without reasonable excuse, inattention to the rules and regulations of the School, or continued imperfection in recitations, shall constitute a sufficient cause of suspension by the Principal of the School.

XI.

It shall be the duty of the Principal to detail members of the Senior Class, in alphabetical order, to take charge of the classes of the Model School, and to keep a record of the manner in which such pupil-Teachers discharge their duties.

XII.

All members of the Senior Class shall be required to take charge of Model Classes, under the direction of the Principal, for the term of one week, whenever detailed for that purpose; and it shall be their duty to be punctually present at the opening of School, to faithfully discharge, to the best of their ability, all duties devolving upon them as Teachers, and to make out and present to the Principal, at the close of the week, a schedule of the daily exercises of the classes while under their instruction, and a general report of their condition and progress.

XIII.

No pupil shall be entitled to a diploma who has not been a member of the School at least one term of five months; but certificates of attend-

ance, showing character and standing, shall be given to all who pursue an undergraduate or temporary course of study.

XIV.

The Normal School shall be divided into three classes: Sub-Junior, Junior, and Senior; and the course of study for the term of five months, ending June first, eighteen hundred and sixty-four, shall be as follows:

COURSE OF STUDY.

SUB-JUNIOR CLASS.

Arithmetic—Eaton's Common School; Mental.
Grammar—Quackenbos'.
Geography—Warren's Common School and Physical; Cornell's Outline Maps; Map of California; Outline Map Drawing.
History of United States—Quackenbos'.
Penmanship—Burgess' System.
Drawing—Burgess' System.
Reading—Willson's Fourth Reader.
Spelling.
Oral Exercises—Willson's Charts.
Elocution—Analysis of Elementary Sounds.
Blackboard—Writing and Drawing.
Vocal Music.
School Calisthenics and Gymnastics.
Elementary Instruction—Sheldon's.

JUNIOR CLASS.

Arithmetic—Eaton's Higher.
Algebra—Davies' Elementary.
Grammar—Quackenbos'.
Geography—Warren's Physical; Guyott's Wall Maps
History of United States—Quackenbos'.
Botany—Gray's.
Physiology—Hooker's.
Reading—Willson's Fifth Reader.
Definitions and Spelling.
English Composition.
Elocutionary Exercises—Russell's.
Elementary Instruction—Sheldon's.
Vocal Music.
School Calisthenics and Gymnastics.

SENIOR CLASS.

Arithmetic—Eaton's Higher.
Algebra—Davies' Elementary.
Geometry.

Grammar—Quackenbos'.
Rhetoric—Quackenbos'.
Geology—Hitchcock's.
Natural Philosophy—Quackenbos'.
History—Worcester's Compend.
Physiology—Hooker's.
Botany—Gray's.
Physical Geography—Guyot's Earth and Man.
Bookkeeping.
Select Readings.
Art of Teaching—Russell's Normal Training; Russell's Vocal Culture;
Sheldon's Elementary Instruction; Page's Theory and Practice.
Constitution of the United States.
School Law of California.
Use of State School Registers, Forms, Blanks, and Reports.
Vocal Music.
School Calisthenics and Gymnastics.

AUTHORIZED LIST OF TEXT BOOKS.

Arithmetic—Eaton's Series.
Algebra—Davies'.
Physiology—Hooker's.
Natural Philosophy—Quackenbos'.
Geology—Hitchcock's.
Botany—Gray's.
History of the United States—Quackenbos'.
General History—Worcester's Compend.
Elocution—Russell's Vocal Culture.
Readers—Willson's Series; Willson's Charts.
Geography—Warren's; Guyot's Wall Maps.
Grammar—Quackenbos'.
Rhetoric—Quackenbos'.
Art of Teaching—Russell's Normal Training; Russell's Vocal Culture;
Sheldon's Elementary Instruction; Page's Theory and Practice.
Penmanship—Burgess' System.
Drawing—Burgess' System.
Outline Maps—Cornell's.
Map of the Pacific Coast—Bancroft's.

GENERAL REMARKS.

The object of the California State Normal School is to provide for the Public Schools of the State a class of well trained professional Teachers. The course of study as adopted for the School in its present stage of advancement, may seem very plain and unassuming, compared with the more pretentious lists of sciences and languages pursued in many private

institutions; but it should be borne in mind that the aim of the Normal School is to teach thoroughly what it assumes to teach, and that its purpose is to fit Teachers for the actual duties of our Public School-rooms, rather than to graduate mere literary scholars.

The Normal School building is situated in the City of San Francisco, on the north-west corner of Kearny and Post streets, nearly opposite Dashaway Hall. The Third Term of the School will commence on the sixth day of January, eighteen hundred and sixty-four, and end on the first of June, eighteen hundred and sixty-four, making a term of five months duration.

As the maximum number the School can accommodate is not yet reached, pupils will be received from any county in the State, without reference to the county apportionment allowed by law.

All pupils receive their tuition free, and most of the text books used are furnished free of charge, from the Library of the School.

The price of board, in private families, or in good boarding houses, varies from twenty-five dollars to thirty-five dollars per month.

Applicants who desire further information, will apply by letter to the Superintendent of Public Instruction, or to the Principal of the School.

Public School Teachers, who have already been engaged in teaching, and who wish to avail themselves of the advantages offered by the Experimental School for imparting a thorough knowledge of the system of Object Training, can enter the Senior Class, if sufficiently advanced in their studies, and graduate at the end of a six months course.

TRAINING SCHOOL, OR MODEL CLASSES.

The object of this department is, to put theory into practice. There are four classes, of fifty pupils each; three of which are low grade Primary, and one a fourth grade Grammar class. The course of instruction followed in these classes will be modelled after the Oswego Training School.

This department is under the general direction of Miss Clark and Miss Sullivan.

Details of School-room duty learned in the drill-rooms of the Training Department will form a most important element in the course of Normal School education.

SECTIONS OF THE REVISED SCHOOL LAW RELATING TO THE STATE NORMAL SCHOOL.

[Approved April 6, 1863.]

OF THE STATE NORMAL SCHOOL.

SECTION 51. The Board of Education of the State of California, together with the Superintendents of Public Schools in the Cities of San

Francisco and Sacramento, are hereby constituted (ex officio) a Board of Trustees for the Normal School of the State of California.

SEC. 52. Such Board of Trustees shall be known and designated as "The Board of Trustees of the State Normal School," and they shall have power to establish in the City of San Francisco, or at such other place as the Legislature may hereafter direct, a Normal School, for the free instruction in the theory and practice of teaching of such persons in this State as may desire to engage as Teachers in the Public Schools thereof; to prescribe a course of study for such Normal School, and the text books to be used therein; to examine, employ, and fix the salaries of Teachers therein; to hold stated examinations of the pupils attending such Normal School, and to award diplomas as hereinafter provided; to arrange and effect all the details necessary to conduct such Normal School; and to make all the regulations and by-laws necessary for the good government and management of the same.

SEC. 53. Males over eighteen years of age, and females over fifteen years of age, may be admitted as pupils of said School; *provided*, that every applicant shall undergo an examination in such manner as may be prescribed by the Board of Trustees; such person having first filed a certificate with the Principal of said Normal School of intention to engage in the occupation of teaching in the Public Schools of this State. The seats in such Normal School shall be apportioned among the applicants therefor from the different counties of this State, as near as may be, in proportion to the representation of such counties in the State Legislature.

SEC. 54. It shall be the duty of the Superintendent of Public Instruction to visit said Normal School at least twice in each term, and he shall embody in his annual report a full account of the proceedings of said Board of Trustees, of their expenditures, of the actual condition of such School, and such other information relating to such School as he may deem advisable.

SEC. 55. Said Board of Trustees shall have power to make arrangements for organizing and continuing experimental or model classes, to be connected with such School, and to make all necessary regulations concerning the same.

SEC. 56. Said Board of Trustees shall, at the end of each School term, examine such applicants as are pupils of the Normal School respecting their proficiency in the studies of the course, and especially in their knowledge of the theory and practice of teaching, and shall grant diplomas to such only as give satisfactory evidence of their qualification in both the studies of the course and in the theory and practice of teaching. Such diplomas shall entitle the persons to whom they are awarded to have and receive, without further examination, a certificate of the second grade from the State Board of Examination.

SEC. 57. Said Board of Trustees shall hold at least two meetings in each year. The Governor of the State shall be ex officio Chairman of said Board, and three members thereof shall constitute a quorum for the transaction of business.

SEC. 58. The expenses of the State Normal School shall be paid out of such appropriations as the Legislature may from time to time grant for its support; and the Controller of State shall draw his warrant for the sum so appropriated in favor of the Board of Trustees of the State Normal School.

DECIMOTERCIO INFORME ANUAL
DEL
SUPERINTENDENTE
DE
INSTRUCCION PÚBLICA DEL ESTADO,
POR EL
AÑO DE 1863.

TRADUCIDO POR T. B. ELDREDGE, TRADUCTOR DEL ESTADO.

O. M. CLAYES.....IMPRESOR DEL ESTADO.

INFORME ANUAL.

DEPARTAMENTO DE INSTRUCCION PÚBLICA,
San Francisco, Noviembre 1, de 1863. }

A Su Excelencia,
LELAND STANFORD,
Gobernador de California :

Adjunto acompaño á V. E. el décimo tercero informe anual del Superintendente de Instruccion Pública del Estado de California, solicitando que sea trasmitido á la Legislatura, y publicado en cumplimiento con la seccion cinco de la Revisada Ley de Escuelas.

Muy respetuosamente,

Vuestro obediente servidor,

JOHN SWETT,
Superintendente de Instruccion Pública.

INFORME.

SUMARIO GENERAL DE ESTADISTICAS.

El adjunto sumario de estadísticas presentará una vista general de la condición y progreso de las Escuelas Públicas durante el año escolástico de diez meses, desde el primero de Noviembre de mil ocho cientos sesenta y dos, hasta el treinta y uno de Agosto de mil ocho cientos sesenta y tres.

ESTADISTICAS DE RETORNOS HECHOS POR EMPADRONADORES DEL CENSO DE ESCUELAS.

1. Número de muchachos entre cuatro y diez y ocho años de edad.....	39,700
2. Número de muchachas entre cuatro y diez y ocho años de edad.....	38,355
3. Número total de niños blancos entre cuatro y diez y ocho años de edad.....	78,055
4. Número de niños blancos de menos de cuatro años de edad.....	39,081
5. Número de niños entre diez y ocho y veinte y un años de edad.....	4,129
6. Número de niños de todas edades menores de veinte y un años de edad nacidos en California.....	74,835
7. Número de niños entre cuatro y seis años de edad.....	15,987
8. Número de niños entre cuatro y seis años de edad que asisten á la Escuela.....	3,722
9. Número de niños de todas edades que asisten á las Escuelas Públicas.....	29,416
10. Número de niños de todas edades que asisten á las Escuelas particulares.....	9,158
11. Número de niños entre seis y diez y ocho años de edad que no asisten á ninguna Escuela.....	20,062

ESTADISTICAS DE RETORNOS HECHOS POR MAESTROS Y SÍNDICOS.

Número total de pupilos enrolados en los Registros de Escuelas Publicas.....	36,540
Número proporcional perteneciente á las Escuelas Públicas..	22,965
Asistencia diaria.....	19,922
Número que asiste á la Escuela de menos de seis años de edad	2,246
Per centum de asistencia diaria sobre el número proporcional.....	.80½
Término medio de la asistencia diaria sobre el número total empadronado en los Registros de las Escuelas Publicas.....	.54
Término medio de la asistencia diaria á las Escuelas Públicas sobre el número total de niños entre cuatro y diez y ocho años de edad.....	.24½
Per centum de empadronamiento en las Escuelas Públicas sobre el número total en el Estado.....	.46
Número proporcional de meses durante los cuales estuvieron abiertas las Escuelas.....	5.4
Término medio del tiempo en que los Maestros han enseñado en la misma Escuela.....	7.1

ESTADISTICAS MISCELANEAS.

Número total de Escuelas de Primeras Letras.....	280
Número total de Escuelas Intermedias.....	58
Número total de Escuelas no clasificadas.....	364
Número total de Escuelas de Gramática.....	48
Número total de Escuelas de Alto Grado.....	2
Número total de Escuelas.....	754
Número total de Distritos de Escuelas.....	684
Número de Escuelas para muchachos de color.....	5
Número de muchachos de color que asisten á tales Escuelas..	162
Número total de muchachos negros empadronados por los Empadronadores de las Escuelas.....	735
Número total de muchachos mestizos empadronados por los Empadronadores de Escuelas.....	455
Número total de muchachos Indios empadronados por los Empadronadores de Escuelas.....	4,522
Número total de sordos-mudos de todas edades.....	81
Número total de ciegos de todas edades.....	85
Número total de Maestros empleados durante el año.....	535
Número de Maestras empleadas durante el año.....	464
Número total de Maestros empleados durante el año.....	919
Número de Escuelas sostenidas menos de tres meses.....	31
Número total de Escuelas sostenidas solo tres meses.....	198
Número total de Escuelas sostenidas mas de tres meses y menos de seis meses.....	211
Número de Escuelas sostenidas mas de seis meses y menos de nueve meses.....	157
Número de Escuelas mantenidas nueve meses para arriba.....	114

Número proporcional de meses de Escuelas sostenidas en todos los Distritos de Escuelas del Estado.....	5.4
Número de Escuelas Publicas sostenidas sin pago de derechos	219
Número de Distritos de Escuelas que han impuesto contribuciones de Distrito.....	17
Número de Distritos de Escuelas que han hecho retornos correctos de conformidad con la ley.....	508
Número de Distritos que han faltado de hacer retornos de conformidad con la ley..	122
Número de Distritos suministrados con Registros de Escuelas del Estado y copias de la Ley Revisada de Escuelas....	684
Nombres de Distritos que no han sido suministrados.....	Ninguno.
Número de Maestros que han hecho retornos de conformidad con la ley.....	756
Número que no ha hecho tales retornos.....	79
Número de Casas de Escuelas construidas de ladrillo.....	31
Número de Casas de Escuelas construidas de madera.....	647
Número de Casas de Escuelas que desgracian al Estado.....	149
Número de Volùmenes en las Bibliotecas de las Escuelas Públicas.....	3,327
Número de Maestros que se suscriben al Diario de Educacion	277
Tiempo mas largo que cualquier Maestro haya enseñado en la misma Escuela.....	11 años.
Número de Maestros que han enseñado en la misma Escuela dos años para arriba.....	77
Número de Maestros que asistieron al Instituto de Maestros del Estado.....	308
Número de Maestros á quienes se les concedió paga durante su asistencia al Instituto.....	86
Número de visitas de Escuelas hechas por Superintendentes de Condados.....	1,058
Número de visitas de Escuelas hechas por Síndicos.....	971
Número de visitas de Escuelas hechas por otras personas....	2,460
Número de Certificados de Primer Grado expedidos por la Junta Examinadora de Condado	159
Número de Certificados de Segundo Grado expedidos por la Junta Examinadora de Condado.....	294
Número de Certificados temporarios expedidos por Superintendentes de Condado.....	124
Número de solicitantes reyectados por la Junta Examinadora de Condado....	99
Número expedido de Diplómas de Educacion del Estado.....	9
Número de Certificados del Estado, Primer Grado.....	11
Número de Certificados del Estado, Segundo Grado.....	12
Número de Certificados del Estado, Tercer Grado.....	20
Número de solicitantes reyectados por la Junta del Estado..	31

ESTADÍSTICAS FINANCIERAS.

Suma del Fondo de Escuelas recibido del Estado.....	\$145,537 84	
Suma de Dinero de Escuelas recibido de Contribuciones de Condado.....	307,128 22	
Suma de Dinero recibido de Contribuciones de Distrito	38,731 62	
Suma recibida de Proratéos y Suscripcion.....	68,209 24	
Suma total recibida de todo origen para el sostén de las Escuelas.....		\$581,055 77
Suma pagada por Salarios de Maestros.....	328,338 02	
Suma gastada en solares, edificios, reparaciones, y muebles de Escuelas.....	93,931 53	
Suma gastada para Bibliotecas de Escuelas....	514 75	
Suma gastada para Aparatos de Escuelas.....	2,271 97	
Gasto total para objetos de Escuelas.....		483,407 49
Suma derivada de todo origen por cada niño de Escuela...		7 44
Suma por cada discípulo del número total empadronado en los Registros de las Escuelas Públicas.....		15 90
Mayor suma recaudada en cualquier Condado, por contribucion de Condado, por cada niño de Escuela.....		11 90
Menor suma recaudada en cualquier Condado, por contribucion de Condado, por cada niño de Escuela.....		18
Suma proporcional.....		4 00
Cuota de la suma recaudada por contribucion de Condado sobre cada cien pesos de propiedad imponible en el Estado... ..		18
Tanto por ciento de la suma recaudada por contribuciones de Condado y Distrito y cuentas de Proratéo sobre cada cien pesos.....		24½
Suma asignada para el sostén de la Escuela Normal del Estado.....		6,000 00
Suma de dinero gastada para Institutos de Condado.....		275 00
Suma proporcional del Salario anual de Superintendentes de Condado.....		440 00
Suma pagada á Maestros por servicios prestados á la Junta de Examinacion.....		400 00
Salarios mensuales, y los mas altos que se han pagado á los Maestros, incluso manutencion.....		271 00
Salarios mensuales, y los mas altos que se han pagado á las Maestras, incluso manutencion.....		125 00
Salarios mensuales, y los mas bajos que se han pagado á los Maestros, incluso manutencion		29 00
Salarios mensuales, y los mas bajos que se han pagado á las Maestras, incluso manutencion.....		30 00
Proporcion de sueldos mensuales, pagados á todos los Maestros.....		80 00

RENTAS Y GASTOS.

El proratóo del Estado para el año Escolástico que finalizó el treinta y uno de Agosto, ascendía á ciento cuarenta y cinco mil quinientos treinta y siete pesos y ochenta y cuatro centavos (\$145,537 84) de los cuales diez y siete mil ciento cuarenta y siete pesos y veinte centavos (\$17,147 20) se debían por el año Escolástico anterior, Julio primero de mil ocho cientos sesenta y dos—lo que no se pagó “á consecuencia de urgentes demandas contra la Tesorería.” La suma derivada de la contribucion de Escuelas del Condado, tan cerca como se puede estimar de los inciertos retornos hechos por los Superintendentes, y Tesoreros de Condado, ascendía á trescientos siete mil pesos (\$307,000,) de lo cual San Francisco recaudó ciento noventa y tres mil pesos (\$193,000.)

La suma recaudada por “Cuentas de Proratóo,” asciende á sesenta y ocho mil pesos (\$68,000,) y la suma derivada de “Contribuciones de Distrito,” segun indicada en esa columna, asciende á treinta y ocho mil pesos (\$38,000 ;) pero de esta, treinta mil pesos (\$30,000) se recaudaron de contribuciones municipales en los condados de Sacramento, Stockton, Marysville y San José, dejando solo ocho mil pesos (\$8,000) recaudados propiamente de contribuciones de Distrito.

La suma total recibida de todo origen para el sostén de las Escuelas, segun retornos, asciende á quinientos ochenta y un mil pesos (\$581,000,) de lo cual San Francisco recibió dos cientos diez y nueve mil pesos, (\$219,000) ó casi dos quintas.

Esta suma és igual á siete pesos y cuarenta y cuatro centavos (\$7 44) por cada niño blanco en el Estado, entre cuatro y diez y ocho años de edad, y á quince pesos y noventa centavos (\$15 90) por cada niño empadronado en los Registros de Escuelas Públicas.

La suma total de dinero gastado asciende á cuatro cientos ochenta y tres mil pesos (\$483,000) quedando un balance en caja el primero de Setiembre de mil ocho cientos sesenta y tres, de noventa y siete mil pesos, esto es tan cerca como se puede calcular la suma de los retornos inciertos. Este gran balance resulta á consecuencia de que el año Escolástico se cerró dos meses mas temprano que en virtud de la antigua ley, y no indica que las Escuelas tienen mas de lo que pueden usar. Es probable que á lo menos treinta mil pesos (\$30,000) fueron gastados á mas de la suma que se ha informado, pues á lo menos treinta Distritos no presentaron ningun estado de los gastos, y en los informes presentados por los Superintendentes no se dá cuenta de esos Distritos.

A la Legislatura le toca decidir, si és que debe requerirse á los empleados de las Escuelas el dar cuenta de los fondos públicos que ellos reciben y disponen.

ESCUELAS.

El número total de Escuelas asciende á setecientas cincuenta y cuatro, de las cuales dos son Escuelas de Alto Grado, cuarenta y ocho de Gramática, trescientas sesenta y cuatro Mixtas, cincuenta y ocho Intermedias, y doscientas ochenta de Primeras Letras. La Escuela Inglesa de Alto Grado en San Francisco contiene ciento veinte y cinco pupilos; la

Escuela Inglesa de Alto Grado en Sacramento tiene cerca de cuarenta pupilos.

El término proporcional de tiempo que han estado abiertas todas las Escuelas durante el año Escolástico de diez meses, es cinco y cuatro décimos de mes, ó cerca de seis y cinco décimos de mes durante el año de doce meses. Treinta y una Escuelas estuvieron abiertas *ménos* de tres meses; ciento noventa y ocho, ó una cuarta parte del número total, estuvieron abiertas *solo tres meses*; doscientas once, ó un poco mas que una cuarta parte de todas las Escuelas, estuvieron abiertas menos de seis meses; ciento cuarenta y siete estuvieron abiertas menos de nueve meses; y ciento catorce, ó una séptima parte, nueve meses arriba.

De las setecientas cincuenta y cuatro, número total de las Escuelas Públicas, solo doscientas diez y nueve, ó un poco mas que una cuarta parte son ESCUELAS LIBRES; todas las demás son parcialmente sostenidas por medio de contribuciones de enseñanza—en otras palabras son medias Escuelas privadas.

Estos hechos hablan por sí mismos; no es necesario ningun cómento al pedir una contribucion del Estado para que las escuelas sean libres ó públicas, y continúen abiertas á lo menos seis meses en el año.

El niño que asiste á la Escuela solo tres meses en el año, desde la edad de seis hasta la de diez y ocho años, puede solo asistir tres años, quedando nueve años de tiempo perdido.

NIÑOS DE ESCUELAS.

Los retornos hechos por los Empadronadores de Escuelas fueron hechos con mas cuidado que el de costumbre, y prueban que son generalmente correctos. Un cuidadoso exámen de las columnas de las estadísticas se encontrarán instructivas.

El número total de *niños blancos* en el Estado entre cuatro y diez y ocho años de edad asciende á sesenta y ocho mil cincuenta y cinco, de los cuales veinte y nueve mil asisten á las Escuelas Públicas; nueve mil á las Escuelas Particulares; *veinte mil entre seis y diez y ocho años de edad, NO ASISTEN A NINGUNA ESCUELA*; doce mil mas, entre cuatro y seis años de edad no asisten á ninguna Escuela, quedando solo ocho mil de los que no se dá cuenta en los retornos.

Los retornos del padrón, indica que el número que anualmente asiste á las Escuelas Públicas en cualquier tiempo es de veinte y nueve mil; los maestros informan que treinta y seis mil quinientos cuarenta fueron empadronados durante el año; el número proporcional correspondiente (llenando algunos de los Condados con números aproximativos) es de veinte y tres mil, y la asistencia diaria proporcional asciende á veinte mil.

Es una felicidad para la salud y desarrollo físico de los niños, que de diez y seis mil entre cuatro y seis años de edad, solo tres mil setecientos asisten á las Escuelas Públicas; mas un gran número de esa edad asiste á las Escuelas Privadas, particularmente en San Francisco, muchos de los cuales van á las Escuelas Privadas porque están excluidos por la ley de las Escuelas Públicas.

El número total de niños que asisten á las Escuelas Públicas y Privadas asciende á treinta y ocho mil. Rebajando cuatro mil entre cuatro y seis años de edad, cuya asistencia es peor que inútil, tendremos cerca

de treinta y cuatro mil niños entre seis y diez y ocho años de edad que asisten á la Escuela, y veinte mil niños de la misma edad que no asisten á ninguna Escuela, ó en otras palabras, solo dos terceras partes de los niños del Estado que deben estar en la Escuela se encuentran allí. Entónces existen veinte mil argumentos vivientes en favor de una contribucion para Escuelas del Estado. Si se proveyesen buenas Escuelas, quince mil de estos niños asistirían á ellas. Estos hechos innegables pueden muy bien sorprendernos, en vista del futuro de nuestro Estado. El número de niños menores de cuatro años asciende á treinta y nueve mil; en dos años, á lo menos, la mitad de estos tendrán edad suficiente para asistir á las Escuelas si estas se llegan á establecer. Si el Estado no hace nada para sostener mejor las Escuelas Pùblicas, muy pronto estarémos en el mismo estado que Inglaterra, donde *cincuenta y siete por ciento* de los niños nunca asisten á ninguna Escuela.

El número total de niños blancos menores de diez y ocho años de edad asciende á ciento diez y siete mil ciento treinta y seis; el número total de niños y jóvenes menores de veinte y un años de edad asciende á ciento veinte y un mil doscientos setenta y cinco, de los cuales setenta y cuatro mil ocho cientos treinta y cinco han nacido en California.

Todos estos datos claramente demuestran, que debe hacerse una concesion mas liberal para las Escuelas Pùblicas para atender á las demandas del aumento rápido del número de niños.

ASISTENCIA.

El número proporcional de pupilos pertenecientes á las Escuelas Pùblicas está fijado en veinte y dos mil novecientos setenta y cinco; y la asistencia diaria proporcional, en diez y nueve mil novecientos noventa y dos. La cuota proporcional de asistencia sobre el número proporcional correspondiente, es ochenta por ciento—probablemente una aproximacion cerca. Entonces, resulta una pérdida por la irregularidad de la asistencia, de una quinta parte del dinero gastado, y una quinta parte del tiempo de los niños que asisten. La cuota de asistencia diaria sobre el número total empadronado en los Registros del año, es sobre cincuenta y cuatro por ciento, manifestando una pérdida de casi la mitad.

Los males de la ausencia y asistencia irregular son los mas sérios que se encuentran en la administracion de las Escuelas Pùblicas; y todos los maestros y empleados de Escuelas deben dedicar toda su atencion para remediarlos. El tiempo ó término medio durante el cual están abiertas las Escuelas, es solo seis meses y medio á lo mas; y tomando en consideracion la pérdida á consecuencia de la asistencia irregular, el término medio de asistencia por los treinta y seis mil pupilos empadronados, es solo tres meses y medio. La cuota del término medio de asistencia diaria sobre el número total de niños en el Estado entre cuatro y diez y ocho años de edad, es veinte y cuatro y medio por ciento. En Massachusetts la misma cuota de asistencia de los niños empadronados entre tres y quince años de edad es ochenta y seis por ciento.

La cuota de empadronamiento en las Escuelas Pùblicas sobre el número total en el Estado entre cuatro y diez y ocho años de edad, es cuarenta y seis; en Massachusetts la misma cuota es noventa y cinco.

SALARIOS DE MAESTROS.

El salario proporcional de todos los Maestros y Maestras, en el Estado, segun las cuentas presentadas, ascienden á ochenta pesos (\$80) por mes, pero el tiempo ó termino medio durante el cual están abiertas las Escuelas, es solo seis meses, y como á los Maestros solamente se les paga por el tiempo que están actualmente empleados, la proporcion del salario anual es solo de cuatro cientos ochenta pesos (\$480.) La suma total pagada por salarios de Maestros durante el año asciende á trescientos veinte y ocho mil pesos (\$328,000) dividido por el número total de maestros empleados dará tres cientos cuarenta y siete pesos (\$347) á cada uno.

De este salario anual, los maestros tienen que alimentarse y vestirse, y pagar su contribucion. Una sirvienta comun recibe tres cientos pesos al año, y su *alimento*; un trabajador de hacienda gana lo mismo; y aún un Chino consigue tres cientos pesos al año manteniéndose él mismo. Los precios mas bajos que se pagan mensualmente á cualquier Maestro es de veinte y nueve pesos (\$29) y el Maestro se mantiene él mismo. La Sociedad de Educacion del Estado dede inmediatamente mandar un misionero á ese Distrito.

¿Qué clase de talento puede conseguirse á tales precios? Pocas Escuelas en el Estado pagan un salario suficiente para inducir á hombres capaces y de experiencia de permanecer largo tiempo en la Escuela; tan pronto como pueden escaparse de la sala de la Escuela y dedicarse á otra ocupacion, sacuden el polvo de sus piés al pasar por el umbral, y dejan el puesto para que sea llenado por un recluta verde cuya *baratura* es su única recomendacion. Es una máxima antigua y verdadera, “segun es el Maestro, así es la Escuela,” y puede bien agregarse, segun es el salario así es el Maestro. Hasta que los Síndicos no paguen mejores salarios, el carácter de las Escuelas no puede permanentemente mejorarse.

Algunas veces algun Maestro recien llegado del Este, toma el cargo de alguna Escuela por el tiempo suficiente para obtener recursos para dirigirse á cualquiera otra parte; mas no se pueden obtener Maestros permanentes.

Un Superintendente del Estado de Nueva York hace ver lo siguiente:

“¿Es acaso cierto que la educacion de nuestros niños es realmente de menos valor que cualesquiera de los otros objetos y ocupaciones de la vida á que se dedican los hombres? Una cosa es cierta, que se paga menos salario á los dignos, capaces y fieles Maestros de niños que á los trabajadores de la misma calificacion en cualesquier otra vocacion. Mientras, que al mismo tiempo, no se puede negar que los Maestros de nuestro Estado, hacen mas para formar y dirigir los pensamientos y amoldar los caracteres, tanto mental como moral de la siguiente generacion, que todas las otras profesiones y vocaciones combinadas. Verdad es que se quejan de que los Maestros no se califican propiamente para el desempeño de su alto y responsable cargo; y esta queja es justa, en muchos casos; pero tambien es igualmente cierto, que mas de la mitad de nuestros mejores calificados Maestros se ven obligados á huir de la profesion—no porque prefieran alguna otra, sinó porque la necesidad les obliga buscar otra ocupacion para proporcionarse el pan para ellos y familias. Por tanto, ¿cómo pueden elevarse y sostenerse nuestras Escuelas á aquel alto estado que requieren los mejores intereses de nuestro pais, la prosperidad de nuestro Estado, y el bienestar de nuestros individuos, mientras continúe

el presente sistema de echar afuera á nuestros Maestros capaces y de experiencia y llenar sus lugares con aquellos que trabajan barato?"

CAMBIO DE MAESTROS.

El periodo proporcional de tiempo durante el cual los Maestros han estado enseñando la misma Escuela, es de *siete meses*. Esto explica mejor que los volúmenes del carácter *itinerante* de la ocupacion de la enseñanza. Los Maestros literalmente no tienen lugar de residencia; vagan al rededor del pais, consiguiendo una Escuela de tres meses acá, y una de cuatro allá, y entonces "Doblan sus tiendas de campaña como los Arabes, y tan silenciosamente como ellos desaparecen."

Esto es un contraste con las Escuelas de Prusia ó Alemania, donde el Maestro á menudo enseña en la misma Escuela durante toda su vida. ¿Qué aliciente tiene el Maestro para permanecer en la ocupacion, mayor tiempo que el que la imperiosa necesidad les obliga?

El periodo proporcional de tiempo durante el cual los Maestros están empleados en la misma Escuela en el Condado de Yuba, es un año y cuarto; en los condados de Tuolumne, Shasta y Santa Cruz, un año; San Francisco no informó á este respecto, pero el término proporcional probablemente sería un año y medio. El tiempo mas largo que cualquier Maestro haya enseñado en la misma Escuela, fué once años en San Francisco; y el siguiente mas largo en Yuba,—nueve años—el Señor D. C. Stone de Marysville. El número en el Estado que han enseñado en la misma Escuela de dos años para arriba, asciende á setenta y siete. El número de Maestros que se suscriben al diario de educacion está puesto en dos cientos setenta y siete, una cuarta parte del número total en el Estado. Las estadísticas precedentes demuestran la causa porque el número sea tan pequeño. Los Maestros nunca permanecen suficiente tiempo en un lugar para que la direccion del correo pueda llegar á sus manos.

De consiguiente, es enteramente imposible observar nada parecido á una instruccion sistemática mientras que exista este estado de cosas; y tendrá que existir hasta que se obtengan fondos por medio de contribucion para continuar la Escuela durante el año, y pagar á los Maestros un salario que induzca á los buenos seguir permanentemente en la ocupacion.

Sobre este asunto uno de los Comisionados del Condado de Nueva York se expresa así:

"Otro gran impedimento al adelanto de nuestras Escuelas es el continuo cambio de Maestros cada tres ó cuatro meses. A un buen Maestro le es necesario casi ese tiempo para introducir su sistema de enseñanza en una Escuela nueva, y conseguir el ponerlo en operacion; destruye las malezas, coloca los cimientos, y cuando ya ha empezado á edificar, su término de enseñanza ya ha concluido, y otro toma su lugar, el que no entiende ó no aprueba su plan, y pasa por las mismas operaciones por medio de otro método, y su término concluye; y así sucede hasta el fin del capítulo. Las ideas y razonamientos introducidos é iniciados por algun Maestro son destruidas por el siguiente, hasta que la mente del niño se impresiona de un laberinto de ideas confusas, sin ningun plan de idea clara y bien definida sobre ningun asunto, y así entran al mundo

para buscar su camino lo mejor que puedan. Muy á menudo me he admirado que nuestros niños salgan de la Escuela sabiendo la mitad de lo que saben. Si no fuese por el conocimiento que se adquiere en la educación práctica de la vida, nadie podría prevér que los resultados de nuestro sistema de educación serían mas deplorables de lo que son."

B. G. Northrop, el enérgico Agente de Escuelas de Massachusetts, dice :

"En la química, en las artes y agricultura, experimentos aunque costosos son á menudo necesarios y útiles. Perseverantes pruebas y repetidas faltas comunmente preceden y algunas veces sugieren invenciones valiosas. Pero de todos los experimentos, el mas inútil, costoso y sin provecho, y sin embargo el mas comun, es la práctica de colocar una mano en la rueda anualmente, ó aún dos veces al año, en nuestras casas de Escuelas. Cuando pasaba por "Hurl Gate," en una borrasca, hace algunos meses, observé cuanto se aquietaban las aprehensiones de los pasajeros tímidos con la simple relacion : 'Nuestro buen Capitan ha pasado con seguridad este Estrecho durante cuarenta años.' La seguridad de que una mano experimentada guiara el timon, á la vez inspiraba seguridad y confianza. Pero si por la falza economía, preocupacion, capricho ó favoritismo, se colocasen á nuevos Capitanes ó Pilotos dos veces al año al mando de nuestros nobles "Vapores de Estrechos," cuan pronto serían condenados y abandonados por el público indignado. Y no obstante, no son pocos los Agentes en nuestros Distritos que por mero capricho, ó puntillo, ó mas á menudo por un declarádo nepotismo, practican un sistema de cambio de Maestros, el cual introduce confusion, desperdicio, debilidad, desaliento, y con frecuencia retrogradacion, en lugar de sistema, economía, eficacia y progreso. Esto és el origen prolífico de los mas sérios defectos que actualmente entropiezan la utilidad de nuestras Escuelas. Verdad es que ha habido un adelanto animado por algunos años respecto á la permanencia de Maestros. Pero mi propia observacion me convence que es muy urgente un progreso mayor á este respecto.

"El Maestro por cierto tiempo ocupa el lugar del padre. ¿Y qué resultados pudieran realizarse en la familia donde semi-anualmente se invitiese á algun padrastro ó madrastra de la autoridad parental? El cuadro de la anarquía y desunion que ésta pregunta sugiere no es necesario aquí descubrirlo. ¿Es acaso el mal de menos trascendencia en la Escuela que lo que sería en el hogar? Cual sería el resultado de un cambio semi-anual de Dependientes y Tenedores de Libros en nuestras casas mercantiles, ó de Agentes y Superintendentes en nuestras fábricas, ó de Financieros en nuestras casas de banco, ó de Capitanes en nuestros buques ó Comandantes de nuestros buques blindados, ó de Doctores en nuestras familias, ó de Pastores en nuestras Parroquias? Los hombres inteligentes nunca cometen semejantes errores en asuntos de negocios, aunque semejantes cambios frecuentes serían menos desastrosos á las empresas del mundo que lo que son á los mejores intereses de las Escuelas. Mientras que el pais lamenta la triste pérdida de vidas y tesoro por los frecuentes cambios de los Comandantes de nuestros ejércitos, que no neguémos tambien el valor de la experiencia en los mas vitales intereses confiados á nuestro cargo en el hogar—la direccion de nuestros niños."

El Honorable Newton Bateman, de Illinois, dice :

"Cuando consideramos cuan importante es el elemento de permanencia

para el buen éxito de cualquier vocacion ó profesion, nos preparamos para estimar la magnitud del mal. Toma algun tiempo para los Maestros y pupilos llegar á conocerse el uno al otro, y hasta que esto no sucede, ninguno de ellos se halla en propio estado para trabajar con eficacia. Todo Maestro debe estudiar con empeño el carácter, disposicion y aptitudes de sus discípulos, pues de ninguna otra manera puede mas bien adaptar los requisitos y fuerza de disciplina de la Escuela á cada uno de ellos. Mas esto requiere tiempo. Los Maestros tambien difieren en sus métodos de instruccion, principios de gobierno, y manera general de conducir á los niños; y cuando éstos llegan á familiarizarse con la conducta de un Maestro particular en todos estos respectos, la transicion á otro de diferente y quizás de principios y práctica opuesta, no puede menos que ser detrimental, aunque el nuevo Maestro fuese mas competente que el antiguo. Tambien es muy importante que los pupilos abriguen sentimientos de confianza, respeto, y afeccion por su Maestro; mas todo esto no nace en un dia."

ASISTENCIA A INSTITUTOS.

El número de Maestros que asistieron al Instituto del Estado asciende á tres cientos ocho, aunque el número registrado en el Instituto manifiesta exceder cuatro cientos. Dos cientos cuarenta y dos Maestros asistieron á los Institutos de Condado. El número de Maestros á quienes se les concedió paga por su tiempo empleado en asistir á los Institutos, solamente asciende á *ochenta y seis*. Los Síndicos inteligentes, liberales y perspicaces, que mandaron á sus Maestros á la Escuela y que les concedieron salario mientras se hallaban en ella, deben inscribirse sus nombres sobre el honorífico rol de un Instituto. En el Estado de Nueva York, el año pasado, novecientos cincuenta y cuatro Maestros asistieron á los Institutos de Condado, y ocho mil seis cientos sesenta y cinco pesos (\$8,665) fueron pagados por el Estado para atencion de ellos. Los Maestros que asisten á los Institutos, en todos los casos se les debe continuar el pago de sus salarios mientras que atienden á dichos Institutos. Los oficiales y soldados que asistieron á los ejercicios de los campamentos se les concedió paga y sus gastos de viage, ¿porqué pues debe esperarse que los Maestros paguen sus propios gastos y pierdan ademas su tiempo en la Escuela? Los Institutos son campos de ejercicios para los Maestros, y si los Síndicos desean tener las Escuelas bien dirigidas, deben dar á los Maestros siete dias de raciones y mandarlos al campo.

INFORMES DE SUPERINTENDENTES DE CONDADOS.

A consecuencia del cambio del año Escolástico, requiriendo los informes dos meses mas temprano que ántes, la eleccion de dos Juntas de Síndicos de Escuelas—una en Abril, la otra en Agosto—el cambio de fórmulas, y la revision de la Ley de Escuelas, segun podia esperarse, los retornos de los varios empleados de Escuelas han estado bastante irregulares, y el año quedará marcado como un periodo de transicion. Los

Síndicos y Maestros de Escuelas se tardaron tanto en hacer sus retornos, que los Superintendentes de Condado, no pudieron conseguir el material para hacer á tiempo sus informes. El veinte de Setiembre, el tiempo requerido por la ley para presentar sus informes á esta oficina, solo un informe, el del Condado de Mono, habia sido recibido; y como ese Condado solo dió cuenta de una Escuela, el informe no contenía mucho trabajo. En el primero de Octubre, media docena de Condados habian presentado sus informes. Los otros llegaron tropezando á la oficina entre el primero y veinte de Octubre, excepto aquellos de los condados de Santa Cruz y Monterey, los que se recibieron el dia veinte y dos de Octubre.

Como la ley dispone que el Informe del Superintendente de Instrucción Pública sea presentado al Gobernador en el primero de Noviembre, una gran cantidad de trabajo ha sido impuesto sobre el Departamento y con la necesidad de ser ejecutado en muy pocos dias. El trabajo de compilar y corregir las estadísticas hubiera ocupado al Superintendente y Escribiente, trabajando durante las horas comunes de negocios, á lo menos un mes de empleo activo. Ha sido concluido trabajando noche y dia, y empleando un gran número de escribientes adicionales.

A la fecha presente, (veinte y cuatro de Octubre) aún no se han recibido los informes suplementarios de los Condados de Sutter y Sonoma. Los Tesoreros de Condados tambien han estado atrasados. Despues de repetidas cartas importunas, se consiguieron los informes de todos los Condados, excepto de Sierra, San Diego, Sacramento, Merced y Del Norte.

La condicion en la cual la mayor parte estos informes llegaron á este Departamento no puede decirse que fué del todo satisfactoria. En un gran número, tanto de Tesoreros y Superintendentes, no se dieron los "totales,"—la obra de adición fué dejada para que la desempeñase el Superintendente del Estado.

El Superintendente del Estado no tiene motivos para saber cuan correctas estaban las estadísticas trasladadas por los Superintendentes de Condados de los informes de los Empadronadores, Maestros y Síndicos; pero con unas cuantas honorables excepciones, la adición de las varias columnas, despues de colocarse los guarismos en el informe, fueron hechos en violacion de todas las reglas establecidas en la Aritmética de Pike, Daboll, ó Eaton. Tan inciertos eran la mayoría de los informes, que fué necesario repasar la adición de cada guarismo y columna de todos ellos. Los informes de los Condados de Sacramento, Sonoma, Amador, Marin, San Francisco, Stanislaus, Tuolumne, y San Mateo, generalmente estaban correctos, y bien hechos, y en algunos seis ú ocho de los otros, los errores eran pequeños.

En un informe de adición, de treinta y ocho columnas, solo ocho estaban correctas. La suma del Fondo de Escuelas del Estado que fué prorrateada á ese condado asciende á cuatro mil cuarenta y un pesos y diez y ocho centavos (\$4,041 18); en el informe se hace aparecer como dos mil quinientos cuarenta y cuatro pesos y noventa y cinco centavos (\$2,544 95.) La suma de fondos de Escuelas derivadas de contribuciones de Condado, segun correctamente informada por el Tesorero de Condado, asciende á cuatro mil seis cientos cincuenta pesos y ochenta y ocho centavos (\$4,656 88); en el informe se dió cuenta de de dos mil seis cientos cincuenta y tres pesos y cuarenta y dos centavos (\$2,653 42).

Error en la suma de entradas, tres mil ciento cuarenta y siete pesos y setenta y cuatro centavos (\$3,147 74); en gastos, seis mil seis cientos veinte y seis y cuarenta y nueve centavos (\$6,626 49).

Un Superintendente de Condado hace retorno, bajo el encabezamiento "Número de niños que asisten á las Escuelas Públicas," "Ninguno—vacacion." Otro informa que un distrito ha tenido abierta la Escuela veinte y dos meses calendarios en el año Escolástico de diez meses; y varias Escuelas, se informa por varios Condados de haber estado abiertas onco meses. Una tabla de "Errores y variaciones," que se encuentra entre las Tablas Estadísticas, manifiesta la manera descuidada de hacer los retornos mejor de lo que cualquier comentario pudiese expresarlo. Se recomienda que sea cuidadosamente examinada por todos los interesados.

Parece ser un asunto bastante simple informar correctamente la "Suma del Fondo de Escuelas recibida del Estado," pues el proratóo se hace semi-anualmente, y se remiten extractos impresos á los Superintendentes y Tesoreros de Condados; sin embargo, al darse cuenta de esta suma, solo doce Superintendentes de Condados la informan correctamente—errores desde cien pesos (\$100) hasta (\$1,500) se han cometido. Veinte y cinco Tesoreros de Condado informan la suma correctamente, y las variaciones de otros en muchos casos son pequeñas. Es de presumirse que los Superintendentes de Condado deben conocer la suma de fondos de Escuela recaudados de contribuciones de condado; sin embargo, treinta y cinco varían de la suma informada por los Tesoreros, y en algunos casos, hasta la suma de mil pesos (\$1,000.)

Como los Tesoreros de Condado informan al Superintendente de Condado la suma de contribucion de Escuelas del Condado, y el Superintendente la proratóea entre los distritos, el informe de estos dos empleados debia exactamente corresponder. ¿Cuando se cometen tales equivocaciones, qué certeza puede haber de que el dinero es correctamente proratóeado á los distritos del Condado?

Al formarse el estado de rentas para el uso de las Escuelas, "el proratóo del Estado" ha sido tomado de los registros del Departamento; "Suma recibida de contribuciones de Condados," del informe del Tesorero de Condado, cuando éste ha sido hecho; "Suma recibida de contribuciones de distritos y de cuentas proratóeadas," del informe del Superintendente de Condado, y el total de las rentas ó entradas, de la adición de estas partidas. La suma de rentas segun fué hecha de estos corregidos retornos asciende á quinientos ochenta y un mil cincuenta y cinco pesos (\$581,055); suma segun retornada en columnas de "totales," por Superintendentes de Condado, quinientos cincuenta mil ciento un pesos (550,101); suma de adición corregida de "partidas" sobre informes de Superintendentes de Condado, quinientos sesenta y tres mil veinte y dos pesos (\$563,022).

El informe de gastos fué necesariamente tomado enteramente de los informes de los Superintendentes. La suma retornada en las columnas de totales segun añadida por los Superintendentes de Condado, asciende á cuatrocientos sesenta y seis mil, quinientos cuarenta y dos pesos (\$466,542); la correcta adición de todas las columnas en los informes dá cuatrocientos ochenta y cuatro mil, trescientos setenta y seis pesos (\$484,376.) El balance existente en caja al fin del año Escolástico, el treinta y uno de Agosto, segun los informes corregidos, asciende á noventa y seis mil pesos (\$96,000); segun informado por los Superintendentes de Condado á ciento diez mil pesos (\$110,000;) por Tesoreros de Condado á ciento diez y siete mil pesos (\$117,000. Los Síndicos en parte tienen la culpa, pero no son responsables por errores hechos en las adiciones.

Que me sea permitido llamar la atención de los Superintendentes de

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Error en la suma de entradas, tres mil ciento cuarenta y siete pesos y setenta y cuatro centavos (\$3,147 74); en gastos, seis mil seis cientos veinte y seis y cuarenta y nueve centavos (\$6,626 49).

Un Superintendente de Condado hace retorno, bajo el encabezamiento "Número de niños que asisten a las Escuelas Públicas," "Ninguno—vacacion." Otro informa que un distrito ha tenido abierta la Escuela veinte y dos meses calendarios en el año Escolástico de diez meses; y varias Escuelas, se informa por varios Condados de haber estado abiertas once meses. Una tabla de "Errores y variaciones," que se encuentra entre las Tablas Estadísticas, manifiesta la manera descuidada de hacer los retornos mejor de lo que cualquier comentario pudiese expresarlo. Se recomienda que sea cuidadosamente examinada por todos los interesados.

Parece ser un asunto bastante simple informar correctamente la "Suma del Fondo de Escuelas recibida del Estado," pues el proratóo se hace semi-anualmente, y se remiten extractos impresos á los Superintendentes y Tesoreros de Condados; sin embargo, al darse cuenta de esta suma, solo doce Superintendentes de Condados la informan correctamente—errores desde cien pesos (\$100) hasta (\$1,500) se han cometido. Veinte y cinco Tesoreros de Condado informan la suma correctamente, y las variaciones de otros en muchos casos son pequeñas. Es de presumirse que los Superintendentes de Condado deben conocer la suma de fondos de Escuela recaudados de contribuciones de condado; sin embargo, treinta y cinco varían de la suma informada por los Tesoreros, y en algunos casos, hasta la suma de mil pesos (\$1,000.)

Como los Tesoreros de Condado informan al Superintendente de Condado la suma de cada división de Escuelas del Condado, y el Superintendente la prorratea en los distritos el informe de estos dos empleados debía exactamente coincidir; Cuando se cometen tales equivocaciones, qué cosa es probable que el dinero es correctamente prorrateado a los distritos.

uso de las Escuelas, " el prora-
stros del Departamento ; " Su-
04," del informe del Tesorero
Sama recibida de contribucio-
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as ó entradas, de la adición de
fué hecha de estos corregidos
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mbas de " totales," por Su-
nta mil ciento un peso 5/16
das " sobre informe de Super-
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ste tomado enteramente de la
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Condado elegidos, á la seccion veinte, Ley de Escuelas Revisada, cuya seccion será extrictamente puesta en vigor el siguiente año :

“SECCION 20. Si el Superintendente de Condado faltase de hacer un completo y correcto informe al Superintendente de Instruccion Pública de todos los datos requeridos de ser presentados por ley, perderá la suma de cien pesos de su salario; y la Junta de Supervisores queda por la presente facultada y requerida de deducir de él la suma antedicha, al recibir informacion del Superintendente de Instruccion Pública que dichos retornos no han sido hechos.”

Como remedio para impedir este sistemático retorno de errores al Departamento, debe darse una ley disponiendo que los Distritos de Escuelas perderán su cuota de proratóo de fondos públicos, siempre que los Síndicos faltasen de hacer sus informes de conformidad con la ley.

Para salvar las contingencias que han resultado durante el año, en consecuencia del cambio del año Escolástico, la Revisada Ley de Escuelas contiene las siguientes prevenciones :

“SECCION 7. Siempre que los retornos de algun condado, ciudad ó distrito fuesen tan defectuosos que no se pudiese fácilmente saber la cuota de fondos públicos que deba pagarse á dicho condado, ciudad ó distrito; el Superintendente de Instruccion Pública, establecerá, segun las mejores pruebas que tenga á su alcance, los hechos sobre los cuales deba depender la cuota de dicho proratóo, y de conformidad hará el proratóo.”

“SECCION 18. Siempre que los retornos de alguna ciudad, pueblo ó distrito, sobre los cuales fuese hecho el proratóo de los fondos de Escuelas, fuesen tan defectuosos que no se pudiese fácilmente saber la cuota de fondos públicos que deba tocarle ó pagarse á dicha ciudad, pueblo ó distrito, el Superintendente de Condado establecerá, segun las mejores pruebas que tenga á su alcance los hechos sobre los cuales deba depender la cuota de dicho proratóo, y de conformidad hará el proratóo.”

Como estas secciones fueron designadas para operar temporalmente, recomiendo que sean derogadas. El retenerlas mas tiempo sería ofrecer un premio á la negligencia ó descuido.

Los Síndicos deben ser responsables á los Superintendentes de Condados por los retornos correctos y en debido tiempo, y el Superintendente del Estado tiene intencion de obligar á los Superintendentes de Condado á cumplir con el desempeño de todos sus deberes.

SALARIOS DE SUPERINTENDENTES DE CONDADO.

Una razon satisfactoria por la cual se retornáron tan llenos de imperfecciones los Informes de los Superintendentes de Condado, se encuentra en la columna de sus salarios. La proporcion de su paga anual es solo cuatro cientos pesos. El Condado de Stanislaus se lleva la palma de economía, pagando veinte pesos (\$20) al año, ó un peso y setenta y seis y dos tercios de centavo (\$1 66⅔) por mes. Tres condados pagan solamente cien pesos (\$100) por año; tres, ciento cincuenta pesos (\$150); cuatro,

dos cientos pesos (\$200); uno, trescientos pesos; cuatro, cuatro cientos pesos (\$400); cinco, seis cientos pesos (\$600); uno, ocho cientos pesos (\$800); tres, mil pesos (\$1,000); y dos, mil dos cientos pesos (\$1,200).

El Dorado y Los Angeles pagan mil dos cientos pesos (\$1,200) cada uno, una buena compensacion; Nevada, Placer, y Sacramento, cada uno, mil pesos (\$1,000.) San Francisco paga cuatro mil pesos (\$4,000) por año, pero los empleos de Superintendente de Ciudad y Condado están unidos. El Condado de Sonoma, con cincuenta y cuatro Distritos de Escuelas—el mayor número de cualesquier condado en el Estado—solo paga ocho cientos pesos (\$800); y el Condado de Santa Clara, uno de los mas poblados y mas ricos, concede el magnifico salario de seis cientos pesos (\$600.) ¿Tienen estos condados algun derecho para esperar que los Superintendentes dediquen su tiempo al empleo, cuando solo pagan los sueldos de jornaleros? En cualquiera de esos dos condados un hombre capaz puede dedicar cada hora de su tiempo en sus deberes del cargo, y aún puede faltar de desempeñarlos completamente. No es admirable que estos condados estén llenos de casas de Escuelas que “desgracian al Estado”—Escuelas ornamentadas de cuentas de proratéo, y las casas de Escuelas sembradas de mostaza silvestre. Muchos de los hacendados en estos condados no tendrían á sus animales de buena raza en las casuchas donde asisten los niños á sus “tres meses de Escuela.” El Condado de San Joaquin, con cuarenta y siete Escuelas, paga solo quinientos cincuenta pesos (\$550), el condado de Yolo, solo cuatro cientos pesos (\$400), y Yuba, solo quinientos pesos (\$500.) El Condado de Butte, con veinte y ocho Escuelas, concede el extravagante salario de cien pesos (\$100)—una suma que no es suficiente para que el Superintendente pueda comprar una mula de silla para poder visitar cada Escuela una vez al año. El Condado de Contra Costa es igualmente económico, pues solamente paga ciento cincuenta pesos.

El empleo de Superintendente de Condado es un cargo responsable. El está requerido de visitar cada Escuela á lo menos una vez al año y en los mas grandes Condados ésto causa algun gasto. El debe examinar á los Maestros, convocar y atender á los Institutos de Condado, proratar los fondos de Escuelas, girar libramientos sobre la Tesorería del Condado, y atender á una multitud de menores deberes. El carácter de las Escuelas en un Condado depende muchísimo de la eficacia del Superintendente. Sería una verdadera economía pagar buenos salarios á personas que pudiesen dedicar todo su tiempo al empleo, pues entónces se desperdiciaría ménos dinero en Escuelas de ningun valor.

El Superintendente del Estado de Iowa en esta materia alude como sigue:

“ Debe tambien recordarse que hay una íntima coneccion, como principio general, entre la compensacion y calificaciones de un empleado. Una compensacion nominal parece contemplar calificaciones nominales. No es razonable suponer que podemos asegurar los servicios de un empleado competente sin una compensacion correspondiente. En este particular hemos sido mas afortunados ~~que~~ lo que teniamos razon de esperar. El empleo ó cargo ha sido bien desempeñado en muchos de los condados, pero los actuales empleados han sido elegidos ántes de haberse reducido el salario. Sin embargo, mi atencion fué llamada recientemente á una excepcion chocante. Un Superintendente habia cometido un error de mas de cuarenta y nueve mil pesos en la adiccion de una sola columna, por lo cual no debemos sorprendernos cuando sabemos que su compensacion anual era menos de cien pesos. Si esperamos que hombres capaces para el

cargo de la Superintendencia, desempeñen y se encarguen de sus deberes, debemos remunerarles por ello.”

El Superintendente del Condado de Stanislaus moraliza respecto á su compensacion como sigue :

“ El fué pagado el año pasado veinte pesos, pero cargará por este año cien pesos, pero teme que su rebelde Junta de Supervisores se niegue á pagarle, pues él es el único empleado Unionista en el condado. El Jordán es un camino muy duro para viajar ! El Secretario de Condado es ex-oficio Superintendente, y como á él nunca se le ha pagado nada por actuar en clase de Superintendente, no podía arriesgar la liberalidad de los Supervisores.”

INFORMES DE MAESTROS Y SINDICOS.

Segun los retornos de los Superintendentes de Condado, setenta y nueve Maestros dejaron de presentar informes á esos empleados. La ley dispone que á ningun Maestro se le pagará su salario del fondo público hasta que no haya presentado un completo y correcto informe á los Síndicos y Superintendente de Condado ; mas los Superintendentes, acostumbrados al modo fácil de pasar por pequeñeces como la de faltar de hacer el correspondiente informe permiten que la ley se considere una carta muerta, ordenan el pago del salario del Maestro, y de consiguiente ofrecen un premio al descuido y negligencia.

Los Síndicos de Escuelas de ciento veinte distritos, ó una séptima parte del total número en el Estado, no hicieron sus respectivos informes. En algunos casos, los estados de finanzas que los Síndicos faltaron de suministrar fueron llenados con aproximaciones no muy exactas, y en muchos otros las dejaron en blanco, con la excepcion del guarismo “ 3 ” inserto en la columna “ Número de meses calendarios que estuvo abierta la Escuela,” conjeturando apenas lo suficiente para asegurar el prorató del Estado, y salvar á los distritos que habian faltado, de la pena tan bien merecida. El Superintendente del Estado no tiene sinó recuerdos desagradables de las molestias, importunidades, y largas horas de trabajos mucho despues de media noche por dos semanas consecutivas, y no atenderá á las súplicas hechas por afligidos Síndicos para obtener proratóes suplementarios, quienes invariablemente tienen miles de buenas y suficientes razones por haber faltado de cumplir con sus deberes. Recomiendo que se decrete una ley apremiante retirando todos los fondos públicos á todos los distritos cuyos Síndicos faltasen de dar cuenta de sus rentas y gastos. Si de esta manera se tratase á una docena de distritos se aseguraría el que cada Junta de Síndicos en el Estado presentase en debido tiempo su informe ; y unos cuantos cientos de pesos rebajados de los salarios de los Superintendentes de Condado, efectuaría la “ adicion ” de sus columnas de conformidad con la ley.

SINDICOS DE DISTRITOS DE ESCUELA.

En virtud de la Revisada Ley de Escuelas, los Síndicos son elegidos por el término de tres años. Es un asunto de admiración y sorpresa que esta simple disposición para el adelanto de los intereses de las Escuelas no haya sido pensado y adoptado hacen años. Los males del antiguo sistema de elecciones anuales, bien claro se manifiestan.

Se requiere, á lo menos un año para que cualquier ciudadano de medianos conocimientos, comprenda y se haga familiar con los deberes del cargo, y tan luego como principia á desempeñar bien sus obligaciones, se lo despoja del empleo y se coloca en su lugar á un aprendiz para que se ponga á practicar. Cada Junta nueva tiene que emplear su Maestro favorito, y el antiguo Maestro se vé obligado á emigrar anualmente á otro clima. Una Junta emplea una Maestra; la siguiente desea que sea Maestro. No llevándose ningun registro, cada Junta se guía por tradición para comprender los actos de la precedente. Todas las pequeñas discordias y escaramuzas del distrito de Escuela concluyen en un pleito anual ante la urna electoral. El Maestro no tiene ningun aliciente para cumplir fielmente con su deber, pues la "Nueva Junta" no sabe nada de él ni tampoco le importa saberlo. Si por casualidad el Maestro ha ofendido á algun padre fastidioso por observar una disciplina favorable, y la "Junta" le sostuvo, la "siguiente eleccion" decide de la suerte de ambos. La mitad de los Distritos de Escuela están sufriendo actualmente de las "partes" y las enormidades engendradas por este sistema.

Segun está ahora constituida, la Junta tendrá siempre una mayoría de miembros perfectamente familiares con la rutina del deber del empleo; un buen Maestro ocupará el puesto permanente y pocos "favoritos" y "parientes" tendrán alojamiento en las Escuelas. Se llevará un registro de procedimientos; se llevará un registro de las finanzas; se presentarán los informes en debido tiempo. Los Síndicos se familiarizarán con la Ley de Escuelas; se cometerán muy pocos errores; pocos Maestros perderán su salario; los buenos Maestros serán mejor apreciados; los malos perderán sus ocupaciones; y un mejor estado de cosas prevalecerá en general. La importancia de los deberes de los Síndicos no puede apreciarse demasiado. Ellos son los agentes ejecutivos del pueblo, y los exponentes de sus deseos. Deben ser personas capaces de amoldar el sentimiento público del distrito. Todos los esfuerzos del Estado, los del Superintendente de Instrucción Pública y de los Superintendentes de Condado, ellos pueden hacerlos de ninguna utilidad. Sus facultades y deberes son numerosos y variados. Ellos invierten todo el dinero recaudado de contribuciones por el Estado, condado y distrito, y cuentas de prorató para uso de las Escuelas; emplean y despiden los Maestros; provén mapas, pizarrones, muebles y aparatos de Escuelas; preparan planos para las casas de Escuelas; admiten ó expelen á los pupilos; provén libros para los niños indigentes; fijan la cuota de cuentas de prorató; imponen y recaudan contribuciones de distritos; fijan la cuota del salario de Maestros; nombran los Empadronadores de Escuelas; visitan las Escuelas y hacen los informes sobre los que están fundados los retornos hechos por los Superintendentes de Condado al Superintendente de Instrucción Pública. Si ellos prefieren emplear un Maestro incompetente y sin estudios, se desperdicia el dinero público. Si construyen una casa de Escuelas, bajo un mal plan, mal ventilada ó mal construida, permanece por muchos años, como un monumento de su incompetencia. Si no construyen ninguna, los niños ocupan chozas que "desgracian al Estado".

Si reducen los salarios de los Maestros á los sueldos de un jornalero comun, no se puede evitar. Si no toman medidas para imponer la contribucion de distrito, los niños quedan sin aprender, ó aprenden solo á medias. Si ellos creen que un valde viejo para agua, un magullado jarro de lata, una escoba vieja, son todos los aparatos que necesita una Escuela, el Maestro tiene que perder la mitad de su trabajo por falta de los necesarios para la educacion. Si se niegan á sostener al Maestro, este tiene que empacar su cama y marcharse. Si hacen informes incorrectos, no pueden corregirse en ninguna otra parte. Si no hacen los retornos, el distrito pierde su parte á los fondos públicos, á los niños se les roba su derecho, y por ello no hay pena fijada.

¿Es pues el empléo de Síndico de Escuela de pequeña importancia? ¿No es que requiere buen juicio, sentido comun, experiencia, y ante todo, una fé verdadera en nuestro sistema Americano de Escuelas Públicas?

REVISADA LEY DE ESCUELAS.

Durante la última sesion de la Legislatura, la Comision del Senado sobre Educacion refirió el asunto de revisar y codificar la ley de Escuelas al Superintendente de Instruccion Pública. Este empleado tiene placer en reconocer los importantes servicios prestados por el Señor Alexander G. Abell, y el Señor Daniel J. Thomas, de Sacramento. Las secciones treinta y siete, treinta y ocho, treinta y nueve, y cuarenta, concerniente á la avaluacion y recaudacion de contribuciones de distrito, y cuentas de proratóo, fueron redactadas por el Señor Thomas y muy pocas personas podrán evadir el pago de las contribuciones de Escuelas en razon de defecto en la ley.

Las principales enmiendas y nuevas adiciones pueden brevemente resumirse como sigue:

Primero—Cambio del año Escolástico, haciendo que el nuevo año finalice en el treinta y uno de Agosto, on lugar del treinta y uno de Octubre, de manera que el Informe del Superintendente de Instruccion Pública pueda ser presentado á la Legislatura al abrir sus sesiones en Diciembre.

Segundo—Una disposicion requiriendo al Superintendente, á costo del Estado, suministrar un Registro de Escuela á cada Escuela en el Estado.

Tercero—Requiriendo al Superintendente, á lo menos durante cuatro meses en el año, visitar las Escuelas en diferentes partes del Estado, asistir á los Institutos de Condado, y arengar á las asambleas públicas sobre asuntos relativos á las Escuelas Públicas; y proveyendo al pago de los viages.

Cuarto—Derogando la restriccion que prohíbe al Superintendente de Condado, de ocupar el empléo y enseñar en la Escuela al mismo tiempo.

Quinto—Disposicion para la asignacion anual de ciento cincuenta pesos (\$150) del Fondo General de Condado, para pagar los gastos de los Institutos de Maestros de Condado.

Sexto—Disponiendo que el empléo de Síndicos de Escuelas dure tres años en lugar de uno, segun ántes, y proveyendo á la eleccion de un Síndico anualmente.

Séptimo—Declarando la Junta de Síndicos en una corporacion, con facultad para traspasar ó recibir propiedad.

Octavo—Concediendo facultad á los Síndicos para unir distritos contiguos con el objeto de establecer Escuelas de Union.

Noveno—Proveyendo una ley apremiante para la avaluacion y recaudacion de contribuciones de distritos para edificar ó para el sostén de las Escuelas.

Décimo—Proveyendo á la recaudacion de cuentas prorataadas.

Undécimo—Autorizando á los Síndicos establecer Escuelas de Union para Gramática en beneficio de los adelantados pupilos en distritos contiguos.

Duodécimo—Autorizando á la Junta Examinadora del Estado expedir “Diplómas de Educacion del Estado,” válida por seis años; tambien, Certificados del Estado de primer grado, válido por cuatro años; y segundo y tercer grado, válido por dos años.

Décimo tercero—Autorizando á las Juntas Examinadoras de Condado el expedir certificados de primer grado por dos años, y segundo grado por un año, con facultad para renovarlo sin ser necesario pasar nuevo examen. Tambien, autorizando á los Superintendentes de Condado el expedir certificados temporales, y proveyendo el pago de Maestros que constituyen las Juntas Examinadoras de Condado.

Décimo cuarto—Dando facultad á la Junta de Educacion del Estado, para prescribir y adoptar una série uniforme de libros de Escuelas, y requiriendo que sean usados en todas las escuelas del Estado, excepto en las de ciudades incorporadas bajo la direccion de Juntas de Educacion locales.

La Revisada Ley ha sido recibida con general satisfaccion, y aumentará mucho la eficacia de las Escuelas. Respecto á algunas otras enmiendas y nuevas disposiciones, haré referencia de ellas por extenso en otra parte de este informe.

INSTITUTO DE MAESTROS DEL ESTADO.

En el mes de Febrero de mil ocho cientos sesenta y tres, el Superintendente expidió una circular convocando para el cuatro de Marzo un Instituto del Estado en la Ciudad de San Francisco, la que fué remitida á cada empleado de Escuelas en el Estado. Las ventajas originadas de los Institutos se manifiestan como sigue:

“ Ningun evento en la historia de la educacion en los Estados Unidos ha probado sér tan lleno de benéficos resultados como la organizacion de Institutos y Convenciones. No tienen por objeto sustituir las Escuelas Normales, ni tampoco para educar á los Maestros en su profesion; sin embargo sirve y dan por resultado mejorar á aquellos que temporalmente se han dedicado á la profesion, suministrando á aquellos que no conocen el sistema del mejor método de instruccion, como tambien promueven á aumentar la eficiencia de los Maestros de profesion.

“ Los ejercicios de un Instituto presentan una vista de los objetos relativos al propio modo de comunicar la instruccion, dan á conocer la última informacion respecto al progreso de la educacion en nuestro propio pais, como tambien en otros, y proporcionan la ocasion para que los Maestros de experiencia presenten sus miras prácticas, las que no pueden obtenerse de los libros. Los mejores pensamientos y mejores conocimientos de los Maestros mas originales se dan á conocer y se esparcen al conocimiento

para buscar su camino lo mejor que puedan. Muy á menudo me he admirado que nuestros niños salgan de la Escuela sabiendo la mitad de lo que saben. Si no fuese por el conocimiento que se adquiere en la educación práctica de la vida, nadie podría prevér que los resultados de nuestro sistema de educación serían mas deplorables de lo que son."

B. G. Northrop, el enérgico Agente de Escuelas de Massachusetts, dice :

"En la química, en las artes y agricultura, experimentos aunque costosos son á menudo necesarios y útiles. Perseverantes pruebas y repetidas faltas comunmente preceden y algunas veces sugieren invenciones valiosas. Pero de todos los experimentos, el mas inútil, costoso y sin provecho, y sin embargo el mas comun, es la práctica de colocar una mano en la rueda anualmente, ó aún dos veces al año, en nuestras casas de Escuelas. Cuando pasaba por "Hurl Gate," en una borrasca, hace algunos meses, observé cuanto se aquietaban las aprehensiones de los pasajeros tímidos con la simple relacion : ' Nuestro buen Capitan ha pasado con seguridad este Estrecho durante cuarenta años.' La seguridad de que una mano experimentada guiara el timon, á la vez inspiraba seguridad y confianza. Pero si por la falza economía, preocupacion, capricho ó favoritismo, se colocasen á nuevos Capitanes ó Pilotos dos veces al año al mando de nuestros nobles "Vapores de Estrechos," cuan pronto serían condenados y abandonados por el público indignado. Y no obstante, no son pocos los Agentes en nuestros Distritos que por mero capricho, ó puntillo, ó mas á menudo por un declarádo nepotismo, practican un sistema de cambio de Maestros, el cual introduce confusion, desperdicio, debilidad, desaliento, y con frecuencia retrogradacion, en lugar de sistema, economía, eficacia y progreso. Esto és el origen prolífico de los mas sérios defectos que actualmente entropiezan la utilidad de nuestras Escuelas. Verdad es que ha habido un adelanto animado por algunos años respecto á la permanencia de Maestros. Pero mi propia observacion me convence que es muy urgente un progreso mayor á este respecto.

"El Maestro por cierto tiempo ocupa el lugar del padre. ¿Y qué resultados pudieran realizarse en la familia donde semi-anualmente se invitiese á algun padrastro ó madrastra de la autoridad parental? El cuadro de la anarquía y desunion que ésta pregunta sugiere no es necesario aquí descubrirlo. ¿Es acaso el mal de menos trascendencia en la Escuela que lo que sería en el hogar? Cual sería el resultado de un cambio semi-anual de Dependientes y Tenedores de Libros en nuestras casas mercantiles, ó de Agentes y Superintendentes en nuestras fábricas, ó de Financieros en nuestras casas de banco, ó de Capitanes en nuestros buques ó Comandantes de nuestros buques blindados, ó de Doctores en nuestras familias, ó de Pastores en nuestras Parroquias? Los hombres inteligentes nunca cometen semejantes errores en asuntos de negocios, aunque semejantes cambios frecuentes serían menos desastrosos á las empresas del mundo que lo que son á los mejores intereses de las Escuelas. Mientras que el pais lamenta la triste pérdida de vidas y tesoro por los frecuentes cambios de los Comandantes de nuestros ejércitos, que no neguémos tambien el valor de la experiencia en los mas vitales intereses confiados á nuestro cargo en el hogar—la direccion de nuestros niños."

El Honorable Newton Bateman, de Illinois, dice :

"Cuando consideramos cuan importante es el elemento de permanencia

para el buen éxito de cualquier vocacion ó profesion, nos preparamos para estimar la magnitud del mal. Toma algun tiempo para los Maestros y pupilos llegar á conocerse el uno al otro, y hasta que esto no sucede, ninguno de ellos se halla en propio estado para trabajar con eficacia. Todo Maestro debe estudiar con empeño el carácter, disposicion y aptitudes de sus discípulos, pues de ninguna otra manera puede mas bien adaptar los requisitos y fuerza de disciplina de la Escuela á cada uno de ellos. Mas esto requiere tiempo. Los Maestros tambien difieren en sus métodos de instruccion, principios de gobierno, y manera general de conducir á los niños; y cuando éstos llegan á familiarizarse con la conducta de un Maestro particular en todos estos respectos, la transicion á otro de diferente y quizás de principios y práctica opuesta, no puede menos que ser detrimental, aunque el nuevo Maestro fuese mas competente que el antiguo. Tambien es muy importante que los pupilos abriguen sentimientos de confianza, respeto, y afeccion por su Maestro; mas todo esto no nace en un dia."

ASISTENCIA A INSTITUTOS.

El número de Maestros que asistieron al Instituto del Estado asciende á tres cientos ocho, aunque el número registrado en el Instituto manifiesta exceder cuatro cientos. Dos cientos cuarenta y dos Maestros asistieron á los Institutos de Condado. El número de Maestros á quienes se les concedió paga por su tiempo empleado en asistir á los Institutos, solamente asciende á *ochenta y seis*. Los Síndicos inteligentes, liberales y perspicaces, que mandaron á sus Maestros á la Escuela y que les concedieron salario mientras se hallaban en ella, deben inscribirse sus nombres sobre el honorífico rol de un Instituto. En el Estado de Nueva York, el año pasado, novecientos cincuenta y cuatro Maestros asistieron á los Institutos de Condado, y ocho mil seis cientos sesenta y cinco pesos (\$8,665) fueron pagados por el Estado para atencion de ellos. Los Maestros que asisten á los Institutos, en todos los casos se les debe continuar el pago de sus salarios mientras que atienden á dichos Institutos. Los oficiales y soldados que asistieron á los ejercicios de los campamentos se les concedió paga y sus gastos de viage, ¿porqué pues debe esperarse que los Maestros paguen sus propios gastos y pierdan ademas su tiempo en la Escuela? Los Institutos son campos de ejercicios para los Maestros, y si los Síndicos desean tener las Escuelas bien dirigidas, deben dar á los Maestros siete dias de raciones y mandarlos al campo.

INFORMES DE SUPERINTENDENTES DE CONDADOS.

A consecuencia del cambio del año Escolástico, requiriendo los informes dos meses mas temprano que ántes, la eleccion de dos Juntas de Síndicos de Escuelas—una en Abril, la otra en Agosto—el cambio de fórmulas, y la revision de la Ley de Escuelas, segun podia esperarse, los retornos de los varios empleados de Escuelas han estado bastante irregulares, y el año quedará marcado como un periodo de transicion. Los

Síndicos y Maestros de Escuelas se tardaron tanto en hacer sus retornos, que los Superintendentes de Condado, no pudieron conseguir el material para hacer á tiempo sus informes. El veinte de Setiembre, el tiempo requerido por la ley para presentar sus informes á esta oficina, solo un informe, el del Condado de Mono, habia sido recibido; y como ese Condado solo dió cuenta de una Escuela, el informe no contenía mucho trabajo. En el primero de Octubre, media docena de Condados habian presentado sus informes. Los otros llegaron tropezando á la oficina entre el primero y veinte de Octubre, excepto aquellos de los condados de Santa Cruz y Monterey, los que se recibieron el dia veinte y dos de Octubre.

Como la ley dispone que el Informe del Superintendente de Instrucción Pública sea presentado al Gobernador en el primero de Noviembre, una gran cantidad de trabajo ha sido impuesto sobre el Departamento y con la necesidad de ser ejecutado en muy pocos dias. El trabajo de compilar y corregir las estadísticas hubiera ocupado al Superintendente y Escribiente, trabajando durante las horas comunes de negocios, á lo menos un mes de empleo activo. Ha sido concluido trabajando noche y dia, y empleando un gran número de escribientes adicionales.

A la fecha presente, (veinte y cuatro de Octubre) aún no se han recibido los informes suplementarios de los Condados de Sutter y Sonoma. Los Tesoreros de Condados tambien han estado atrasados. Despues de repetidas cartas importunas, se consiguieron los informes de todos los Condados, excepto de Sierra, San Diego, Sacramento, Merced y Del Norte.

La condicion en la cual la mayor parte estos informes llegaron á este Departamento no puede decirse que fué del todo satisfactoria. En un gran número, tanto de Tesoreros y Superintendentes, no se dieron los "totales,"—la obra de adicion fué dejada para que la desempeñase el Superintendente del Estado.

El Superintendente del Estado no tiene motivos para saber cuan correctas estaban las estadísticas trasladadas por los Superintendentes de Condados de los informes de los Empadronadores, Maestros y Síndicos; pero con unas cuantas honorables excepciones, la adicion de las varias columnas, despues de colocarse los guarismos en el informe, fueron hechos en violacion de todas las reglas establecidas en la Aritmética de Pike, Daboll, ó Eaton. Tan inciertos eran la mayoría de los informes, que fué necesario repasar la adicion de cada guarismo y columna de todos ellos. Los informes de los Condados de Sacramento, Sonoma, Amador, Marin, San Francisco, Stanislaus, Tuolumne, y San Mateo, generalmente estaban correctos, y bien hechos, y en algunos seis ú ocho de los otros, los errores eran pequeños.

En un informe de adicion, de treinta y ocho columnas, solo ocho estaban correctas. La suma del Fondo de Escuelas del Estado que fué prorrateada á ese condado asciende á cuatro mil cuarenta y un pesos y diez y ocho centavos (\$4,041 18); en el informe se hace aparecer como dos mil quinientos cuarenta y cuatro pesos y noventa y cinco centavos (\$2,544 95.) La suma de fondos de Escuelas derivadas de contribuciones de Condado, segun correctamente informada por el Tesorero de Condado, asciende á cuatro mil seis cientos cincuenta pesos y ochenta y ocho centavos (\$4,656 88); en el informe se dió cuenta de de dos mil seis cientos cincuenta y tres pesos y cuarenta y dos centavos (\$2,653 42).

Error en la suma de entradas, tres mil ciento cuarenta y siete pesos y setenta y cuatro centavos (\$3,147 74); en gastos, seis mil seis cientos veinte y seis y cuarenta y nueve centavos (\$6,626 49).

Un Superintendente de Condado hace retorno, bajo el encabezamiento "Número de niños que asisten á las Escuelas Públicas," "Ninguno—vacacion." Otro informa que un distrito ha tenido abierta la Escuela veinte y dos meses calendarios en el año Escolástico de diez meses; y varias Escuelas, se informa por varios Condados de haber estado abiertas once meses. Una tabla de "Errores y variaciones," que se encuentra entre las Tablas Estadísticas, manifiesta la manera descuidada de hacer los retornos mejor de lo que cualquier comentario pudiese expresarlo. Se recomienda que sea cuidadosamente examinada por todos los interesados.

Parece ser un asunto bastante simple informar correctamente la "Suma del Fondo de Escuelas recibida del Estado," pues el proratóo se hace semi-anualmente, y se remiten extractos impresos á los Superintendentes y Tesoreros de Condados; sin embargo, al darse cuenta de esta suma, solo doce Superintendentes de Condados la informan correctamente—errores desde cien pesos (\$100) hasta (\$1,500) se han cometido. Veinte y cinco Tesoreros de Condado informan la suma correctamente, y las variaciones de otros en muchos casos son pequeñas. Es de presumirse que los Superintendentes de Condado deben conocer la suma de fondos de Escuela recaudados de contribuciones de condado; sin embargo, treinta y cinco varían de la suma informada por los Tesoreros, y en algunos casos, hasta la suma de mil pesos (\$1,000.)

Como los Tesoreros de Condado informan al Superintendente de Condado la suma de contribucion de Escuelas del Condado, y el Superintendente la proratóa entre los distritos, el informe de estos dos empleados debia exactamente corresponder. ¿Cuando se cometen tales equivocaciones, qué certeza puede haber de que el dinero es correctamente prorateado á los distritos del Condado?

Al formarse el estado de rentas para el uso de las Escuelas, "el proratóo del Estado" ha sido tomado de los registros del Departamento; "Suma recibida de contribuciones de Condados," del informe del Tesorero de Condado, cuando éste ha sido hecho; "Suma recibida de contribuciones de distritos y de cuentas prorateadas," del informe del Superintendente de Condado, y el total de las rentas ó entradas, de la adicion de estas partidas. La suma de rentas segun fué hecha de estos corregidos retornos asciende á quinientos ochenta y un mil cincuenta y cinco pesos (\$581,055); suma segun retornada en columnas de "totales," por Superintendentes de Condado, quinientos cincuenta mil ciento un pesos (550,101); suma de adicion corregida de "partidas" sobre informes de Superintendentes de Condado, quinientos sesenta y tres mil veinte y dos pesos (\$563,022).

El informe de gastos fué necesariamente tomado enteramente de los informes de los Superintendentes. La suma retornada en las columnas de totales segun añadida por los Superintendentes de Condado, asciende á cuatrocientos sesenta y seis mil, quinientos cuarenta y dos pesos (\$466,542); la correcta adicion de todas las columnas en los informes dá cuatrocientos ochenta y cuatro mil, trescientos setenta y seis pesos (\$484,376.) El balance existente en caja al fin del año Escolástico, el treinta y uno de Agosto, segun los informes corregidos, asciende á noventa y seis mil pesos (\$96,000); segun informado por los Superintendentes de Condado á ciento diez mil pesos (\$110,000); por Tesoreros de Condado á ciento diez y siete mil pesos (\$117,000. Los Síndicos en parte tienen la culpa, pero no son responsables por errores hechos en las adiciones.

Que me sea permitido llamar la atencion de los Superintendentes de

Condado elegidos, á la seccion veinte, Ley de Escuelas Revisada, cuya seccion será extrictamente puesta en vigor el siguiente año :

“SECCION 20. Si el Superintendente de Condado faltase de hacer un completo y correcto informe al Superintendente de Instruccion Pública de todos los datos requeridos de ser presentados por ley, perderá la suma de cien pesos de su salario; y la Junta de Supervisores queda por la presente facultada y requerida de deducir de él la suma antedicha, al recibir informacion del Superintendente de Instruccion Pública que dichos retornos no han sido hechos.”

Como remedio para impedir este sistemático retorno de errores al Departamento, debe darse una ley disponiendo que los Distritos de Escuelas perderán su cuota de proratóo de fondos públicos, siempre que los Síndicos faltasen de hacer sus informes de conformidad con la ley.

Para salvar las contingencias que han resultado durante el año, en consecuencia del cambio del año Escolástico, la Revisada Ley de Escuelas contiene las siguientes prevenciones :

“SECCION 7. Siempre que los retornos de algun condado, ciudad ó distrito fuesen tan defectuosos que no se pudiese fácilmente saber la cuota de fondos públicos que deba pagarse á dicho condado, ciudad ó distrito; el Superintendente de Instruccion Pública, establecerá, segun las mejores pruebas que tenga á su alcance, los hechos sobre los cuales deba depender la cuota de dicho proratóo, y de conformidad hará el proratóo.”

“SECCION 18. Siempre que los retornos de alguna ciudad, pueblo ó distrito, sobre los cuales fuese hecho el proratóo de los fondos de Escuelas, fuesen tan defectuosos que no se pudiese fácilmente saber la cuota de fondos públicos que deba tocarle ó pagarse á dicha ciudad, pueblo ó distrito, el Superintendente de Condado establecerá, segun las mejores pruebas que tenga á su alcance los hechos sobre los cuales deba depender la cuota de dicho proratóo, y de conformidad hará el proratóo.”

Como estas secciones fueron designadas para operar temporalmente, recomiendo que sean derogadas. El retenerlas mas tiempo sería ofrecer un premio á la negligencia ó descuido.

Los Síndicos deben ser responsables á los Superintendentes de Condados por los retornos correctos y en debido tiempo, y el Superintendente del Estado tiene intencion de obligar á los Superintendentes de Condado á cumplir con el desempeño de todos sus deberes.

SALARIOS DE SUPERINTENDENTES DE CONDADO.

Una razon satisfactoria por la cual se retornáron tan llenos de imperfecciones los Informes de los Superintendentes de Condado, se encuentra en la columna de sus salarios. La proporcion de su paga anual es solo cuatro cientos pesos. El Condado de Stanislaus se lleva la palma de economía, pagando veinte pesos (\$20) al año, ó un peso y setenta y seis y dos tercios de centavo (\$1 66 $\frac{2}{3}$) por mes. Tres condados pagan solamente cien pesos (\$100) por año; tres, ciento cincuenta pesos (\$150); cuatro,

dos cientos pesos (\$200); uno, trescientos pesos; cuatro, cuatro cientos pesos (\$400); cinco, seis cientos pesos (\$600); uno, ocho cientos pesos (\$800); tres, mil pesos (\$1,000); y dos, mil dos cientos pesos (\$1,200).

El Dorado y Los Angeles pagan mil dos cientos pesos (\$1,200) cada uno, una buena compensacion; Nevada, Placer, y Sacramento, cada uno, mil pesos (\$1,000.) San Francisco paga cuatro mil pesos (\$4,000) por año, pero los empleos de Superintendente de Ciudad y Condado están unidos. El Condado de Sonoma, con cincuenta y cuatro Distritos de Escuelas—el mayor número de cualesquier condado en el Estado—solo paga ocho cientos pesos (\$800); y el Condado de Santa Clara, uno de los mas poblados y mas ricos, concede el magnifico salario de seis cientos pesos (\$600.) ¿Tienen estos condados algun derecho para esperar que los Superintendentes dediquen su tiempo al empleo, cuando solo pagan los sueldos de jornaleros? En cualquiera de esos dos condados un hombre capaz puede dedicar cada hora de su tiempo en sus deberes del cargo, y aún puede faltar de desempeñarlos completamente. No es admirable que estos condados estén llenos de casas de Escuelas que “desgracian al Estado”—Escuelas ornamentadas de cuentas de proratéo, y las casas de Escuelas sembradas de mostaza silvestre. Muchos de los hacendados en estos condados no tendrían á sus animales de buena raza en las casuchas donde asisten los niños á sus “tres meses de Escuela.” El Condado de San Joaquin, con cuarenta y siete Escuelas, paga solo quinientos cincuenta pesos (\$550), el condado de Yolo, solo cuatro cientos pesos (\$400), y Yuba, solo quinientos pesos (\$500.) El Condado de Butte, con veinte y ocho Escuelas, concede el extravagante salario de cien pesos (\$100)—una suma que no es suficiente para que el Superintendente pueda comprar una mula de silla para poder visitar cada Escuela una vez al año. El Condado de Contra Costa es igualmente económico, pues solamente paga ciento cincuenta pesos.

El empleo de Superintendente de Condado es un cargo responsable. El está requerido de visitar cada Escuela á lo menos una vez al año y en los mas grandes Condados ésto causa algun gasto. El debe examinar á los Maestros, convocar y atender á los Institutos de Condado, proratear los fondos de Escuelas, girar libramientos sobre la Tesorería del Condado, y atender á una multitud de menores deberes. El carácter de las Escuelas en un Condado depende muchísimo de la eficacia del Superintendente. Sería una verdadera economía pagar buenos salarios á personas que pudiesen dedicar todo su tiempo al empleo, pues entónces se desperdiciaría ménos dinero en Escuelas de ningun valor.

El Superintendente del Estado de Iowa en esta materia alude como sigue:

“ Debe tambien recordarse que hay una íntima coneccion, como principio general, entre la compensacion y calificaciones de un empleado. Una compensacion nominal parece contemplar calificaciones nominales. No es razonable suponer que podemos asegurar los servicios de un empleado competente sin una compensacion correspondiente. En este particular hemos sido mas afortunados ~~que~~ lo que teniamos razon de esperar. El empleo ó cargo ha sido bien desempeñado en muchos de los condados, pero los actuales empleados han sido elegidos ántes de haberse reducido el salario. Sin embargo, mi atencion fué llamada recientemente á una excepcion chocante. Un Superintendente habia cometido un error de mas de cuarenta y nueve mil pesos en la adiccion de una sola columna, por lo cual no debemos sorprendernos cuando sabemos que su compensacion anual era menos de cien pesos. Si esperamos que hombres capaces para el

cargo de la Superintendencia, desempeñen y se encarguen de sus deberes, debemos remunerarles por ello."

El Superintendente del Condado de Stanislaus moraliza respecto á su compensacion como sigue :

" El fué pagado el año pasado veinte pesos, pero cargará por este año cien pesos, pero teme que su rebelde Junta de Supervisores se niegue á pagarle, pues él es el único empleado Unionista en el condado. El Jordán es un camino muy duro para viajar! El Secretario de Condado es ex-oficio Superintendente, y como á él nunca se le ha pagado nada por actuar en clase de Superintendente, no podía arriesgar la liberalidad de los Supervisores."

INFORMES DE MAESTROS Y SINDICOS.

Segun los retornos de los Superintendentes de Condado, setenta y nueve Maestros dejaron de presentar informes á esos empleados. La ley dispone que á ningun Maestro se le pagará su salario del fondo público hasta que no haya presentado un completo y correcto informe á los Síndicos y Superintendente de Condado; mas los Superintendentes, acostumbrados al modo fácil de pasar por pequeñeces como la de faltar de hacer el correspondiente informe permiten que la ley se considere una carta muerta, ordenan el pago del salario del Maestro, y de consiguiente ofrecen un premio al descuido y negligencia.

Los Síndicos de Escuelas de ciento veinte distritos, ó una séptima parte del total número en el Estado, no hicieron sus respectivos informes. En algunos casos, los estados de finanzas que los Síndicos faltaron de suministrar fueron llenados con aproximaciones no muy exactas, y en muchos otros las dejaron en blanco, con la excepcion del guarismo "3" inserto en la columna "Número de meses calendarios que estuvo abierta la Escuela," conjeturando apenas lo suficiente para asegurar el prorató del Estado, y salvar á los distritos que habian faltado, de la pena tan bien merecida. El Superintendente del Estado no tiene sino recuerdos desagradables de las molestias, importunidades, y largas horas de trabajos mucho despues de media noche por dos semanas consecutivas, y no atenderá á las súplicas hechas por afligidos Síndicos para obtener proratóes suplementarios, quienes invariablemente tienen miles de buenas y suficientes razones por haber faltado de cumplir con sus deberes. Recomiendo que se decrete una ley apremiante retirando todos los fondos públicos á todos los distritos cuyos Síndicos faltasen de dar cuenta de sus rentas y gastos. Si de esta manera se tratase á una docena de distritos se aseguraría el que cada Junta de Síndicos en el Estado presentase en debido tiempo su informe; y unos cuantos cientos de pesos rebajados de los salarios de los Superintendentes de Condado, efectuaría la "adicion" de sus columnas de conformidad con la ley.

SINDICOS DE DISTRITOS DE ESCUELA.

En virtud de la Revisada Ley de Escuelas, los Síndicos son elegidos por el término de tres años. Es un asunto de admiracion y sorpresa que esta simple disposicion para el adelanto de los intereses de las Escuelas no haya sido pensado y adoptado hacen años. Los males del antiguo sistema de elecciones anuales, bien claro se manifiestan.

Se requiere, á lo menos un año para que cualquier ciudadano de medianos conocimientos, comprenda y se haga familiar con los deberes del cargo, y tan luego como principia á desempeñar bien sus obligaciones, se le despoja del empleo y se coloca en su lugar á un aprendiz para que se ponga á practicar. Cada Junta nueva tiene que emplear su Maestro favorito, y el antiguo Maestro se vé obligado á emigrar anualmente á otro clima. Una Junta empléa una Maestra; la siguiente desca que sea Maestro. No llevándose ningun registro, cada Junta se guia por tradicion para comprender los actos de la precedente. Todas las pequeñas discordias y escaramuzas del distrito de Escuela concluyen en un pleito anual ante la urna electoral. El Maestro no tiene ningun aliciente para cumplir fielmente con su deber, pues la "Nueva Junta" no sabe nada de él ni tampoco le importa saberlo. Si por casualidad el Maestro ha ofendido á algun padre fastidioso por observar una disciplina favorable, y la "Junta" le sostuvo, la "siguiente eleccion" decide de la suerte de ambos. La mitad de los Distritos de Escuela están sufriendo actualmente de las "partes" y las enormidades engendradas por este sistema.

Segun está ahora constituida, la Junta tendrá siempre una mayoría de miembros perfectamente familiares con la rutina del deber del empleo; un buen Maestro ocupará el puesto permanente y pocos "favoritos" y "parientes" tendrán alojamiento en las Escuelas. Se llevará un registro de procedimientos; se llevará un registro de las finanzas; se presentarán los informes en debido tiempo. Los Síndicos se familiarizarán con la Ley de Escuelas; se cometerán muy pocos errores; pocos Maestros perderán su salario; los buenos Maestros serán mejor apreciados; los malos perderán sus ocupaciones; y un mejor estado de cosas prevalecerá en general. La importancia de los deberes de los Síndicos no puede apreciarse demasiado. Ellos son los agentes ejecutivos del pueblo, y los exponentes de sus deseos. Deben ser personas capaces de amoldar el sentimiento público del distrito. Todos los esfuerzos del Estado, los del Superintendente de Instruccion Pública y de los Superintendentes de Condado, ellos pueden hacerlos de ninguna utilidad. Sus facultades y deberes son numerosos y variados. Ellos invierten todo el dinero recaudado de contribuciones por el Estado, condado y distrito, y cuentas de prorató para uso de las Escuelas; emplean y despiden los Maestros; provéen mapas, pizarrones, muebles y aparatos de Escuelas; preparan planos para las casas de Escuelas; admiten ó expelen á los pupilos; provéen libros para los niños indigentes; fijan la cuota de cuentas de prorató; imponen y recaudan contribuciones de distritos; fijan la cuota del salario de Maestros; nombran los Empadronadores de Escuelas; visitan las Escuelas y hacen los informes sobre los que están fundados los retornos hechos por los Superintendentes de Condado al Superintendente de Instruccion Pública. Si ellos prefieren emplear un Maestro incompetente y sin estudios, se desperdicia el dinero público. Si construyen una casa de Escuelas, bajo un mal plan, mal ventilada ó mal construida, permanece por muchos años, como un monumento de su incompetencia. Si no construyen ninguna, los niños ocupan chozas que "desgracian al Estado".

Si reducen los salarios de los Maestros á los sueldos de un jornalero comun, no se puede evitar. Si no toman medidas para imponer la contribucion de distrito, los niños quedan sin aprender, ó aprenden solo á medias. Si ellos créen que un valde viejo para agua, un magullado jarro de lata, una escoba vieja, son todos los aparatos que necesita una Escuela, el Maestro tiene que perder la mitad de su trabajo por falta de los necesarios para la educacion. Si se niegan á sostener al Maestro, este tiene que empacar su cama y marcharse. Si hacen informes incorrectos, no pueden corregirse en ninguna otra parte. Si no hacen los retornos, el distrito pierde su parte á los fondos públicos, á los niños se les roba su derecho, y por ello no hay pena fijada.

¿Es pues el empléo de Síndico de Escuela de pequeña importancia? ¿No es que requiere buen juicio, sentido comun, experiencia, y ante todo, una fé verdadera en nuestro sistema Americano de Escuelas Públicas?

REVISADA LEY DE ESCUELAS.

Durante la última sesion de la Legislatura, la Comision del Senado sobre Educacion refirió el asunto de revisar y codificar la ley de Escuelas al Superintendente de Instruccion Pública. Este empleado tiene placer en reconocer los importantes servicios prestados por el Señor Alexander G. Abell, y el Señor Daniel J. Thomas, de Sacramento. Las secciones treinta y siete, treinta y ocho, treinta y nueve, y cuarenta, concerniente á la avaluacion y recaudacion de contribuciones de distrito, y cuentas de prorató, fueron redactadas por el Señor Thomas y muy pocas personas podrán evadir el pago de las contribuciones de Escuelas en razon de defecto en la ley.

Las principales enmiendas y nuevas adiciones pueden brevemente resumirse como sigue:

Primero—Cambio del año Escolástico, haciendo que el nuevo año finalice en el treinta y uno de Agosto, en lugar del treinta y uno de Octubre, de manera que el Informe del Superintendente de Instruccion Pública pueda ser presentado á la Legislatura al abrir sus sesiones en Diciembre.

Segundo—Una disposicion requiriendo al Superintendente, á costo del Estado, suministrar un Registro de Escuela á cada Escuela en el Estado.

Tercero—Requiriendo al Superintendente, á lo menos durante cuatro meses en el año, visitar las Escuelas en diferentes partes del Estado, asistir á los Institutos de Condado, y arengar á las asambleas públicas sobre asuntos relativos á las Escuelas Públicas; y proveyendo al pago de los viages.

Cuarto—Derogando la restriccion que prohíbe al Superintendente de Condado, de ocupar el empléo y enseñar en la Escuela al mismo tiempo.

Quinto—Disposicion para la asignacion anual de ciento cincuenta pesos (\$150) del Fondo General de Condado, para pagar los gastos de los Institutos de Maestros de Condado.

Sexto—Disponiendo que el empléo de Síndicos de Escuelas dure tres años en lugar de uno, segun ántes, y proveyendo á la eleccion de un Síndico anualmente.

Séptimo—Declarando la Junta de Síndicos en una corporacion, con facultad para traspasar ó recibir propiedad.

Octavo—Concediendo facultad á los Síndicos para unir distritos contiguos con el objeto de establecer Escuelas de Union.

Noveno—Proveyendo una ley apremiante para la avaluacion y recaudacion de contribuciones de distritos para edificar ó para el sostén de las Escuelas.

Décimo—Proveyendo á la recaudacion de cuentas prorateadas.

Undécimo—Autorizando á los Síndicos establecer Escuelas de Union para Gramática en beneficio de los adelantados pupilos en distritos contiguos.

Duodécimo—Autorizando á la Junta Examinadora del Estado expedir "Diplómas de Educacion del Estado," válida por seis años; tambien, Certificados del Estado de primer grado, válido por cuatro años; y segundo y tercer grado, válido por dos años.

Décimo tercero—Autorizando á las Juntas Examinadoras de Condado el expedir certificados de primer grado por dos años, y segundo grado por un año, con facultad para renovarlo sin ser necesario pasar nuevo examen. Tambien, autorizando á los Superintendentes de Condado el expedir certificados temporales, y proveyendo el pago de Maestros que constituyen las Juntas Examinadoras de Condado.

Décimo cuarto—Dando facultad á la Junta de Educacion del Estado, para prescribir y adoptar una série uniforme de libros de Escuelas, y requiriendo que sean usados en todas las escuelas del Estado, excepto en las de ciudades incorporadas bajo la direccion de Juntas de Educacion locales.

La Revisada Ley ha sido recibida con general satisfaccion, y aumentará mucho la eficacia de las Escuelas. Respecto á algunas otras enmiendas y nuevas disposiciones, haré referencia de ellas por extenso en otra parte de este informe.

INSTITUTO DE MAESTROS DEL ESTADO.

En el mes de Febrero de mil ocho cientos sesenta y tres, el Superintendente expidió una circular convocando para el cuatro de Marzo un Instituto del Estado en la Ciudad de San Francisco, la que fué remitida á cada empleado de Escuelas en el Estado. Las ventajas originadas de los Institutos se manifiestan como sigue :

" Ningun evento en la historia de la educacion en los Estados Unidos ha probado sér tan lleno de benéficos resultados como la organizacion de Institutos y Convenciones. No tienen por objeto sustituir las Escuelas Normales, ni tampoco para educar á los Maestros en su profesion; sin embargo sirve y dan por resultado mejorar á aquellos que temporalmente se han dedicado á la profesion, suministrando á aquellos que no conocen el sistema del mejor método de instruccion, como tambien promueven á aumentar la eficiencia de los Maestros de profesion.

" Los ejercicios de un Instituto presentan una vista de los objetos relativos al propio modo de comunicar la instruccion, dan á conocer la última informacion respecto al progreso de la educacion en nuestro propio pais, como tambien en otros, y proporcionan la ocasion para que los Maestros de experiencia presenten sus miras prácticas, las que no pueden obtenerse de los libros. Los mejores pensamientos y mejores conocimientos de los Maestros mas originales se dan á conocer y se esparcen al conocimiento

comun de la profesion. Atraen la opinion pública, colocando los trabajos del Maestro mas prominentemente ante la comunidad, y promoviendo una mas alta estimacion de la Escuela Pública en su vital relacion con la sociedad y el Estado. La rutina de la vida diaria del Maestro limita su influencia de la sala de Escuela; pero los procedimientos de un Instituto se comunican por medio de la prensa á miles de familias en el Estado, y sus miras é ideas llegan á ser un elemento activo en la opinion pública. Ningun obstáculo para el progreso de las Escuelas Libres es tan formidable como la apatía é indiferencia del pueblo. La mas fascinadora elocuencia, y la lógica mas convincente, caen por tierra, pues no son percibidas por aquellos que nada vén en el establecimiento de Escuelas Comunes sino un aumento en las cuotas de contribuciones.

“Si el pueblo de nuestro Estado se muestra indiferente con las Escuelas Públicas, es porqué tópicos de mayor absorcion ocupan su atencion, mientras que los intereses de la educacion no se presentan con empeño ante su vista.

“Los Maestros de California constituyen la vanguardia del gran ejército de Instructores en los Estados Unidos, cortados de toda comunicacion personal del grueso del cuerpo principal, y se halla demasiado distante para sentir las influencias que perfeccionan el ejercicio y disciplina de los cuerpos de comunidades mas antiguas. Existen mas de seis cientos hombres dedicados á la enseñanza en este Estado, probablemente, comprendiendo un mayor grado de talento, energía y habilidad, que la que pudiese encontrarse en igual número en los Estados mas antiguos. Muchos de éstos son hombres de grandes conocimientos, forzados por las circunstancias de un nuevo Estado á dedicarse liberalmente á la ocupacion de la enseñanza; pero, aunque temporalmente educados y llenos de escuela por la experiencia y viages, no están familiarizados con los nuevos métodos de instruccion conocidos al Maestro de la profesion bien practicada; y para ellos es de un gran valor el conocimiento comunicado en una sola sesion del Instituto.

“Ni tampoco el Instituto produce menos resultados de utilidad á los Maestros *profesionalmente* educados.

“Las Asociaciones y Convenciones de otros Estados han cambiado la enseñanza de la rutina monótona al arte práctico. El estilo abstracto y pedante de los libros de enseñanza de la antigua escuela, ha sido réemplazado por métodos mas naturales y filosóficos para desarrollar la mente humana.

“Y mientras que los Institutos han conseguido tanto para introducir mejores métodos de instruccion, no son menos benéficos en sus efectos respecto á los hábitos mentales de los Maestros. Constantemente comunicando á las mentes inferiores que la suya, sus facultades solo ejercitadas en una direccion, toda su fuerza raras veces ejercitada, necesita el estímulo del contacto con sus iguales ó superiores. Una contienda vigorosa en un campo nuevo disminuye su presuncion y enaltece sus facultades.

“Es una idéa muy comun que la ocupacion de la enseñanza hace al hombre de limitados conocimientos, ó lo conduce á excentricidades que se le arraigan como cadillos; pero no es verdadera en un maestro que posée los elementos de la educacion literaria. Ciertamente es que puede entrar en las cavernas de la costumbre diaria hasta que llega á ser una Máquina para sobrellevar el peso mortífero de una Escuela; pero por otra parte, mientras comunica á otros la instruccion, tambien él bebe de la perenne fuente de la verdadera educacion.

“*Pero no hay ocupacion que agote mas la fuerza nerviosa y la energía*

mental que la enseñanza ; y sobre todas las cosas, el Maestro necesita las influencias halagadoras de la agradable comunicacion social con aquellos cuyos gustos y costumbres sean iguales á las suyas.

“ No es admirable entónces que el Maestro de Escuela enterrado en algun oscuro distrito, rodeado solo del crudo material de la mente, la que procura interponer con una mas fina textura, sin libros que leér, sus motivos mal comprendidos ó difamados, sus trabajos aparentemente sin resultados, sus servicios medios pagados, sin ninguna distraccion sinó la coleccion de cuentas no pagadas, y sin mas estudio que el procurar que “ambos fines se junten ;” no es admirable pues, que algunas veces se ponga enfadado y desanimado, pierda su entusiasmo, y sienta que el firmamento arriba de él es un vasto pizarrón sobre el cual está condenado á trabajar la suma total de su existencia.

“ Solo necesita la compañía social de los Institutos, y la cordial simpatía de sus colegas, allí evocada, para hacer los cielos radiar de esperanza. Allí encuentra que sus dificultades están repartidas con otros, que sus trabajos son apreciados y su vocacion respetada.

“ Los deberes del Maestro no están limitados á la sala de la Escuela ; su influencia debe extenderse á la sociedad que lo rodéa. Si los Maestros cruzan sus brazos con indiferente apatía, no es extraño que la opinion pública quede muda á sus demandas. Hubo un tiempo cuando una persona enseñaba escuela porque no era capaz de otra cosa ; pero todos esos fósiles yacen sepultados en la capa de la época de la educacion pasada. Lo que actualmente se necesita es un hombre vivo—y no un compendio de matemáticas.

“ Como Maestros somos deudores á nuestra profesion ; y nuestro patriotismo en esta gran crisis de negocios nacionales debe incitarnos á dedicarnos con ahinco al adelanto de nuestro sistema de Escuelas Libres ; sistema esencial para la existencia de un pueblo libre, y la permanencia de un libre gobierno.

“ Es nuestro deber el infundir y cultivar en nuestras Escuelas un alto miramiento por la libertad, una mas robusta fé en los principios fundamentales sobre los cuales está cimentado el gobierno representante, y una estimacion mas apreciada de los incalculables bienes conferidos por la Constitucion—con la firme conviccion de que nuestro pais está luchando porlo futuro, en medio de la presente borrasca, para obtener un mayor grado de civilizacion y una concepcion mas noble de libertad.”

De conformidad con esta convocatoria, se organizó el Lunes cuatro de Mayo, uno de los mas grandes y entusiastas Institutos que se haya reunido en los Estados Unidos, el que continuó en sesion durante la semana. Cuatro cientos sesenta y tres miembros registrados estuvieron presentes, y las sesiones diarias fuéron asistidas por centenares de otras personas interesadas en las Escuelas Pùblicas. Un curso de discursos públicos fuéron pronunciados de noche ante el Instituto por los siguientes Instructores :

Profesor George W. Minns.....	Geografia Física.....
Prof. Whitney, Geólogo del Estado.....	Carácter de Humboldt.....
Rev. Thomas Starr King.....	Diarios de Bigelow.....
Superintendente de Instruccion Pública.....	Relacion del Estado y las Escuelas Pùblicas.....

Lecturas, ensayos, y discursos fuéron leídos ante el Instituto durante las sesiones de día por los siguientes Señores :

Prof. S. J. C. Swezey.....	Escuelas Normales, y Composi- cion Inglesa.
Rev. S. H. Willey.....	El Lugar y Relaciones del Co- legio en nuestro Sistema de Educacion.....
Theodore Bradley.....	Disciplina de Escuela.....
H. P. Carlton.....	Enseñanza por Objetos Visibles...
D. C. Stone.....	Gramática.....
Rev. J. E. Benton.....	Elocucion.....
Bernard Marks.....	Desperdicio.....
Dr. F. W. Hatch.....	Necesidad de Buenos Maestros...
John S. Hittell.....	Defectos en la Enseñanza.....
John Swett.....	Sentido comun en la Enseñanza..
Hubert Burgess.....	Dibujo Linear.....
Ahira Holmes.....	Condicion de la Escuela Normal del Estado.....

El resultado del Instituto fué perfectamente satisfactorio. Los Maestros que se reunieron en Convencion evidentemente manifestaron *árduo trabajo*; y desempeñaron gran porcion de él—quedandose en sesion de nueve á diez horas cada día. Además de los trabajos y beneficios incidentales del Instituto, cinco sustanciales y permanentes hechos permanecen como monumentos :

Primero—El establecimiento de un diario sobre la Educacion—el *California Teacher*.

Segundo—La adopcion de una série uniforme de libros en el Estado.

Tercero—Accion sobre la cuestion de una contribucion del Estado para sostén de las Escuelas Pùblicas.

Cuarto—La organizacion de una Sociedad de Educacion y Profesional.

Quinto—Diplomas y Certificados del Estado.

Tan completa fué la obra del Instituto consumada, que no creí necesario ni prudente convocar otra sinó de aquí á dos años, y de consiguiente no pido que se haga asignacion con ese objeto. Los Institutos de Condado eficazmente organizados, en gran parte reemplazarán la necesidad de los Institutos del Estado.

Los procedimientos del Instituto del Estado fuéron publicados en forma de folleto conteniendo ciento sesenta y seis páginas, y las gracias de los Maestros y empleados de las Escuelas son merecidas por el Impresor del Estado por la rica apariencia tipográfica del volùmen. Una edicion de dos mil doscientas copias fué distribuida entre los varios empleados de las Escuelas del Estado.

CONVENCION DE SUPERINTENDENTES DE CONDADO.

Durante la semana del Instituto, una Convencion de Superintendentes de Condado fué celebrada en una de las salas de la comision de "Platt's

Hall," á la que asistieron los Superintendentes de los siguientes condados : Napa, Alameda, Santa Clara, Nevada, Butte, San Mateo, Solano, Contra Costa, Amador, Sutter, Tuolumne, El Dorado, y Calaveras.

Se celebraron tres sesiones, y se actuó sobre varios asuntos. Sin embargo, la medida mas importante fué la accion en favor de una contribucion de Estado para el sostén de las Escuelas Públicas. Los Superintendentes de Condado, con solo una excepcion, estuvieron fuertemente en favor de la medida, y se resolvió que se circulasen peticiones en todas partes del Estado, para una contribucion de Escuelas del Estado. Los resultados de las sesiones fueron altamente satisfactorias á todos; y en mi opinion, debe celebrarse anualmente una Convencion de todos los Superintendentes de Condado en el Estado, con el objeto de asegurar uniformidad de accion, y para discurrir planos para el adelantamiento de las Escuelas. En el siguiente Marzo, los Superintendentes de Condado elegidos entran á desempeñar los deberes del cargo, el que á muchos de ellos es enteramente nuevo. Si se pudiese convocar una Convencion en Abril ó Mayo, en la cual los empleados nuevos y sin experiencia recibiesen el beneficio de las sugerencias de aquellos familiarizados con el asunto, el buen resultado que se obtendría sería muy grande. Desde que recibí los informes del año último, he estado convencido profundamente de la necesidad de semejante Convencion. La gran dificultad que se presenta, és que el entero salario anual de muchos de los Superintendentes de Condado, apenas pagaría el gasto de un viage de una semana á San Francisco.

JUNTA EXAMINADORA DEL ESTADO.

Una sesion de la Junta Examinadora del Estado fué celebrada durante la semana del Instituto, con el objeto de facilitar á los Maestros el asegurar los diplómas y certificados de la profesion en virtud de la nueva Ley de Escuelas.

La Junta nombrada por el Superintendente del Estado fué compuesta como sigue:

A. H. GOODRICH.....	Superintendente del Condado de Placer.
J. A. CHITTENDEN.....	Superintendente del Condado de Nevada.
REV. A. HIGBIE... ..	Superintendente del Condado de Napa.
J. B. OSBOURN.....	Superintendente del Condado de Butte.
M. C. LYNDE.....	Superintendente del Condado de El Dorado.
REV. B. N. SEYMOUR.....	Superintendente del Condado de Alameda.
GEORGE TAIT.....	Superintendente del Condado de San Francisco.
GEORGE W. MINNS.....	San Francisco, Escuela de Alto Grado.
ELLIS H. HOLMES.....	San Francisco, Escuela de Alto Grado.
THEODORE BRADLEY.....	Denman Escuela de Gramática.
THOMAS S. MYRICK.....	Calle de Union, Escuela de Gramática.
D. C. STONE.....	Marysville, Escuela de Gramática.
J. B. McCHESNEY.....	Nevada, Escuela de Gramática.

La examinacion fué dirigida por escrito. Las siguientes preguntas fuéron hechas :

Materia.	No. de Preguntas.	No. de Créditos.
Aritmética.....	15	100
Geografía.....	10	100
Gramática.....	10	100
Algébra.....	15	100
Filosofía Natural.....	10	50
Fisiología.....	10	50
Historia de los Estados Unidos.....	10	50
Definiciones (veinte y cinco palabras).....	.....	25
Deletréo, (veinte y cinco palabras).....	.....	25
Cuestiones Generales sobre Métodos de Enseñanza.....	15	100

Noventa y cinco Maestros registraron sus nombres para ser examinados, pero varios se retiraron á causa de enfermedad, y otros se vieron obligados á salir de la ciudad, así es que setenta y cuatro completaron la examinacion. Los candidatos se sentaron en mesas en un gran salón, y á cada uno se les suministraron las preguntas impresas. Dos horas se les concedió para escribir las respuestas á cada juego de preguntas, excepto el deletréo y definiciones, por los cuales se concedieron media hora por cada una. Se requería de doce á diez y seis horas de un trabajo sin interrupcion para completar todo el exámen ; y cuando se considera que todo esto tenía que hacerse además de atender á los regulares ejercicios del Instituto, es evidente que los Maestros estuvieron muy ocupados. Los papeles fuéron numerados, y los nombres correspondientes fuéron retenidos por el Presidente de la Junta hasta que se completaba el exámen. Cada respuesta fué cuidadosamente abonada de conformidad con sus méritos, y el resultado trasladado á un estado sinóptico.

Todos los papeles fuéron examinados en la oficina del Superintendente de Instruccion Pública. El exámen de mas de tres mil páginas de papel largo, de una escritura cerrada, no fué por cierto una obra pequeña ; y si los Maestros tuvieron que hacer esfuerzo para escribirlas, los Examinadores se cansaron igualmente ántes de completar la obra. Tengo gusto al retornar las gracias al Profesor Swezey y al Señor T. C. Barker, por los servicios que me prestaron en el exámen y el arreglo de los papeles.

La Junta decidió conceder "Diplómas de Educacion del Estado," válidas por seis años, á todos aquellos cuyos papeles fuéron abonados mas altos que un setenta y cinco por ciento, y quienes habian tambien estado dedicados á enseñar á lo menos tres años ; Certificados del Estado de Primer Grado á aquellos que pasaron mas alto que setenta y cinco por ciento ; Certificados de Segundo Grado, cincuenta por ciento ; y Tercer Grado, cuarenta por ciento.

La obra de la examinacion fué completada el diez de Junio, y se expidieron los Certificados bajo del Sello del Departamento de Instruccion Pública.

Nueve Diplómas de Educacion del Estado fuéron emitidas á los siguientes nombrados Maestros, cuyos papeles exhibieron un gran grado de educacion, y tenemos razon de enorgullecernos del honor de haber sido los fundadores de un cuerpo de Maestros de Profesion en el Estado :

T. C. BARKER.....	San Francisco.
STEPHEN G. NYE.....	Centreville.
BERNHARD MARKS.....	San Francisco.
T. W. J. HOLBROOK.....	San Francisco.
JOSEPH W. JOSSELYN.....	San Leandro.
THOMAS EWING.....	Cacheville.
WILLIAM K. ROWELL.....	Brooklyn.
CYRUS W. CUMMINGS.....	Vacaville.
EDWARD P. BACHELOR.....	San Francisco.

Certificados del Estado han sido expedidos como sigue :

Certificados de Primer Grado, válidos por cuatro años.....	7
Certificados de Segunda Grado, válidos por dos años.....	10
Certificados de Tercer Grado, válidos por dos años.....	20
Número total incluyendo Diplómas.....	46

Treinta y un candidatos fuéron reyeectados por la Junta, y un gran número encontrando el exámen muy dificultoso, se retiraron ántes de completar sus papeles. Algunos de los papeles exhibian un grado de ignorancia y descuido que indicaba un gran amor propio de parte de los escritores en presumir ó intentar pasar como Maestros.

Es posible que algunos pocos verdaderamente buenos Maestros dejaron de recibir certificados, no estando acostumbrados á un exámen por escrito: pero, seguramente, un Maestro debe ser capaz de expresar sus pensamientos clara y concisamente por escrito. El exámen indicaba que los Maestros estaban "versados" en aritmética, álgebra, deletrear, y gramática tecnica; pero no lo estaban en geografía, física, filosofía natural, fisiología, historia de los Estados Unidos y métodos de enseñanza. Unas cuantas muestras de contestaciones, elegidas no por cierto de las peores, demostrará que mientras tenemos competentes Maestros en el Estado, hay algunos que apenas pueden llegar al grado de Maestros modernos.

En geografía se dieron estas respuestas: "El Zodiaco está al Norte del Círculo Arctico," "Nueva York es mas grande que Francia;" "Area de los Estados Unidos, cuatro cientos millones de millas cuadradas."

Ortografía de nombres geográficos: "Lattitud," (á lo ménos en media docena de papeles;) "Articco;" "Jappon;" "Corriantes del oceano;" "Callifornia;" "Calaifornia;" "Caleifornia;" "Siñales del Sodiaco;" "El giro de graunos;" "Telitorio;" "Equitorial;" "Sanfransisco;" (en tres papeles) "frigado;" "Gran Britania." "Cueerpos;" "Washo."

Nueva ortografía de nombres fisiológicos: "Oráculo;" (Aurícula;) "Ventrica;" (Ventral;) "Clavical;" (Clavícula;) "Aqueuso;" (Acuoso;) "Vitrioso;" (Vidrioso;) "Coruer;" (Corroer;) "Capelar;" (Capilar.)

En fisiología: "Los órganos principales de digestion es el primero y segundo estómagos. El hígado encierra el jugo gástrico."

Unas cuantas ilustraciones respecto á la historia de los Estados Unidos bastará: "Daniel Webster fué uno de los que firmaron la declaracion de

la Independencia; "Daniel Webster era Profesor en un Colegio en Massachusetts; "Samuel Adams fué padre de John Adams y uno de los peregrinos que desembarcaron en Plymouth;" "Los Representantes son nombrados por el Presidente y Senado durante la vida;" "los Senadores son electos por el pueblo," "En la batalla de Valley Forge los Americanos perdieron, entre muertos y heridos, mas de cuatro mil hombres."

En filosofia natural, el examinador solo recuerda haber hecho el descubrimiento que el "Doctor Watts inventó la maquinaria á vapor, además de haber escrito himnos."

En gramática, á lo menos en una docena de papeles, las partes principales del verbo "burst" fuéron dadas como sigue: "Burst, bursted, bursted," y la ánima de Lindley Murray se hubiera reído con los examinadores, al ver la gran indiferencia con que se trataban todas las reglas de gramática. Pero continuemos con las preguntas, "Qué obras de enseñanza ha leído Vd.?" la respuesta dada á lo menos en una docena de papeles fué "Ninguna." Mas de dos terceras partes de los Maestros que se examinaban nunca se habian suscrito á un diario sobre educacion, y muchos nunca habian leído ninguno. Dos terceras partes de ellos no sabian nada de la enseñanza por medio de objetos representados. Menos de una tercera parte de ellos podian enseñar dibujo elementario.

En contestacion á la pregunta, "Cual es el órden natural del desarrollo de las facultades intelectuales?" un papel contestó: "De un grado bajo á un alto;" y un gran número de Maestros evidentemente estaban muy distantes de comprender la filosofia mental. Pregunta, "Qué clase de facultades se ejercitan en la enseñanza por medio de objetos representados?" fue contestado, "Los ojos, oídos y el pensamiento." Podrían darse otras muchas ilustraciones curiosas; pero las que preceden, manifestarán terminantemente que la ocupacion de la enseñanza no está libre de intrusos.

SERIE DE LIBROS DEL ESTADO.

La seccion cincuenta de la Revisada Ley de Escuelas, lee como sigue :

"SEC. 50. La Junta de Educacion del Estado tendrá facultad para prescribir y adoptar una série de libros para los cuatro estudios principales en las Escuelas Públicas del Estado, á saber: Aritmética. Geografía, Gramática y Literatura; y ningun Distrito de Escuelas tendrá derecho á su prorata de fondos públicos, á lo menos que los tales libros prescritos por la Junta de Educacion del Estado sean adoptados y usados en la Escuela; bien entendido, que el Superintendente de Instruccion Pública, por buenas razones, podrá exceptuar á cualquier distrito de la pena así impuesta, cuando los Síndicos de dicho distrito le presenten una relacion por escrito, dando las razones para pedir que se les exceptue; y bien entendido, además, que las disposiciones de esta seccion no tendrán efecto hasta el dia primero de Setiembre de mil ocho cientos sesenta y tres."

Los Maestros reunidos en el Instituto del Estado, despues de una completa discusion de los méritos de las diferentes séries de libros de Escuelas, adoptáron por votacion una série uniforme para que fuese recomendada á la Junta de Educacion del Estado. Al actuarse sobre esta cuestion, los Maestros diéron sus votos puramente respecto á los méritos de los libros; pues nuestro Estado felizmente se encuentra tan distante de las casas donde se publican libros, que ningunos "Agentes de Libros" pudieron invadir el Instituto.

En el día quince de Mayo, una semana despues de haberse cerrado las sesiones, la Junta de Educacion del Estado, compuesta del Gobernador, Agrimensor General, y Superintendente de Instruccion Pública, adoptaron la série recomendada por el Instituto, y espidieron una circular conteniendo la lista segun fué hasta entonces posible el completarla.

Las siguientes instrucciones se adjuntaron para los empleados de las Escuelas :

“ La ley que requiere uniformidad en los libros, principia á regir el día primero de Setiembre de mil ocho cientos sesenta y tres. La série de libros recomendados por el Instituto de Maestros del Estado, celebrado en San Francisco, en Mayo, de mil ocho cientos sesenta y tres, ha sido adoptada por la Junta de Educacion del Estado, con solo unas ligeras modificaciones. La Junta del Estado no pretende que la adopcion de una série uniforme de libros de Escuelas imponga un gasto gravoso á los padres ; todo el objeto de la ley es salvar al Estado algunos miles de pesos anualmente. De consiguiente se recomienda que donde se use una série de libros, tales como Lectores de Sargent, Aritméticas de Thompson ó Colburn, Geografias de Cornell, ó Gramáticas de Greene, los Síndicos se aprovechen del *proveído*, y pidan ser exceptuados por el Superintendente de Instruccion Pública ; pero, siempre que se fuesen á adoptar nuevos libros, éstos deben ser de conformidad con la série del Estado ; y en las Escuelas donde no exista ninguna clase de uniformidad, se solicita que los Síndicos lleven á efecto la série determinada por el Estado. La Junta no recomienda que se hagan repentinos cambios de libros ; sinó que los Superintendentes de Condado, Maestros de Escuelas, y Síndicos, obren con buen juicio, y se encontrará que la ley es saludable, y que resultará en bien permanente de las Escuelas. La importancia de una buena série de libros para la Escuela no puede ser exagerada. La observancia ligera que comunmente se hace, que no importa la clase de libro que use un buen Maestro, no puede sostenerse despues de madura reflexion. Lo mismo podria decirse que un buen soldado pueda pelear lo mismo con una escopeta que con un Rifle de Enfield. La adopcion de una série uniforme en los libros que se usen en las Escuelas del Estado ayudará y aumentará la eficacia de las Escuelas Públicas de California.

En Octubre se completó la lista con unas pocas adiciones necesarias, y puede ahora considerarse como permanente para los cuatro años venideros.

Podrán hacerse adiciones si se encontrasen necesarias, pero no se sustituirá ningun libro en lugar de los que ya han sido adoptados.

Aritmética.

Libro Primario de Eaton,
Escuela Comun de Eaton,

Libro Superior de Eaton,
Mental de Eaton.

Geografía.

Primario de Allen,
Primario de Cornell, (que sigue al
de Allen)
Intermediador de Warren,
Física de Warren,
Mapas de Cornell,

Dibujo de Mapas de Guyot,
Mapas de Geografía Física de
Guyot,
Manual de Geografía Física de
Guyot.
Mapas en Pizarra de Guyot.

Gramática.

Introduccion de Green, (para principiantes.)		Gramática Inglesa de Quackenbos.
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Lectores.

Primario de Willson,		Quinto de Willson.
Primero de Willson,		Séxto de Willson,
Segundo de Willson,	|	Primario de ortografía de Willson.
Tercero de Willson,	|	Cartas de Escuela y de Familia
Cuarto de Willson,	|	por Willson.

Libros Recomendados de Usarse.

Fisiología Elemental por Hooker,	|	Historia de los Estados Unidos por
Fisiología Aumentada por Hooker,	|	Quackenbos,
Sistema de Dibujo por Burgess,	|	Historia Primaria de los Estados
Sistema de Escritura por Burgess,	|	Unidos por Quackenbos,
Filosofía Natural por Quackenbos,	|	Quackenbos, Composición Inglesa.

Libros Recomendados para Uso de Maestros.

Lecciones de enseñanza representada por Objetos por Calkin,	|	Escuela y Maestro de Escuela por
Lecciones sobre enseñanza representada por Objetos,	|	Emerson,
Escuelas Graduadas por Wells,	|	Instructor por Northend.
Manual de Instrucción en Lecciones representando Objetos,	|	El Maestro de California,
Teoría y Práctica de Enseñanza por Page,	|	La Tierra y el Hombre por Guyot.
	|	Método de estudio en Historia Natural por Agassiz.
	|	Dirección Normal por Russell.
	|	Instrucción Elemental, de Sheldon.

Esta medida de autorizar la adopción de una serie uniforme de libros para las Escuelas del Estado, la considero destinada á producir un incalculable bien en reformar los métodos de Instrucción, y al mismo tiempo salvará anualmente miles de pesos á los ciudadanos del Estado. Ninguna disposición de la Revisada Ley de Escuelas ha excitado tanta discusión como ésta; y parece que es conveniente en este lugar manifestar brevemente las ventajas que pueden resultar de ella. La Ley ha sido objetada por algunos, en razón de que és una innovación del orden establecido de cosas; que tiende á hacer un monopolio de libros; y que confiere demasiado poder á la Junta de Educación del Estado. La cuestión que debe decidirse és, ¿Qué libros son los mejores para las Escuelas? y nó quienes son los publicadores, ni que sus intereses se adelanten ó cosas semejantes. Ciertó es que la Junta del Estado *pudiese* abusar de su poder pero cuando se deja la decisión á los Maestros del Estado, semejante objeción no és válida.

En virtud de la antigua ley, el poder de decidir qué libros deben usarse, no está investido en ninguno. Los caprichos de los padres de familia, las preferencias y preocupaciones de los Maestros, los descos de los Studicos, todos se unen para decidir la cuestión, ó mas bien para no decidirla. La consecuencia era, una infinita diversidad en los diferentes distritos, y *una curiosa colección* de muestras del arte de la imprenta, que hubiese *deleitado el corazón* de un anticuario. En muchos distritos, que com-

prenden veinte y cinco estudiantes, el uso de seis diferentes clases de libros para cada uno de los estudios, ha impedido la posibilidad de conseguir una efectiva clasificacion. Cada pupilo estaba metido en una guerra de guerrilla—batiendose por su cuenta, y usando sus propias armas. El ejercicio y la disciplina estaban fuera de cuestion. Muchos de los libros que se usaban eran totalmente inútiles para las Escuelas del tiempo actual. Y en los distritos en que por casualidad se habia adoptado uniformidad, al siguiente término despues entraba un nuevo Maestro, y tenian que cambiarse los libros para agradar su preferencia particular. Indudablemente que los Publicadores de Libros hicieron dinero, pero las Escuelas hicieron muy poco progreso. Siempre que alguna familia se mudaba de un distrito á otro, se necesitaba un nuevo juego de libros á un costo de dos á cinco pesos por niño. Muchas familias deben haber acumulado extensas Bibliotecas de Escuela de esta manera.

Pero el mayor mal era que el niño, al entrar á una nueva Escuela, no solo encontraba á estraños pupilos, pero se confundía con los estraños libros. Y los Maestros al cambiarse de una Escuela á otra, experimentaban gran dificultad; pues tan luego que estaban acostumbrados á una série de libros, se les hacia enseñar con otros que enteramente no conocian.

Cuando se considera que dos terceras partes de los Maestros de este Estado nunca enseñan en la misma Escuela dos términos seguidos, puede formarse una idéa de la magnitud de este mal. Y cuando se hace ver que tres cuartas partes de los Maestros enseñan enteramente por libros de texto, bien puede imaginarse que las Escuelas no tienen otro sistema que el del desórden.

Cualquier objecion teórica respecto á la uniformidad de libros cae en insignificancia cuando se contrasta con todos esos males. Se dice algunas veces que importa muy poco qué clase de libros se usan, que los mismos Maestros deben ser libros de texto. Si todos nuestros Maestros hubiesen sido educados en Escuelas Normales, como los Maestros de Prusia, de quienes Horace Mann dijo: "Yo nunca ví á ninguno de ellos usar un libro," los libros serían de muy poca consecuencia. Pero en nuestras Escuelas Públicas, es una ocurrencia tan rara en un Maestro separarse de la recitacion al pié de la letra del texto del libro, como lo es en un Maestro de Prusia de hacer uso de él; de consiguiente el texto del libro absolutamente determina el carácter de la enseñanza.

Los nuevos libros adoptados en la série del Estado son los libros mas modernamente aprobados para las Escuelas, y adaptados para las demandas de los métodos mas racionales de enseñanza. El carácter de la instruccion comunicada en muchas de las Escuelas del Estado se elevará á lo menos á cincuenta por ciento con los nuevos libros, no obstante cuan conservadores ó anticuados pudiesen ser los Maestros. Los Maestros muy pronto comprenderán el modo de usarlos bien, y cuando entren á una nueva Escuela, á lo menos encontrarán herramientas familiares con qué trabajar.

En un viage que hice por casi todo el Estado, en todas partes encontré que el pueblo gustosamente adoptaba los nuevos libros, y antes del tiempo requerido por la ley; y en todas las Escuelas donde han sido usados, diéron muy buen resultado. Un Síndico de uno de los distritos remotos en el campo, estaba opuesto á los nuevos libros en razon de que eran "políticos." Todavía queda por publicarse una série de libros de Escuelas; quizás algun publicador haría bien en publicar una "Aritmética:

Democrática," un "Silabario Sesionista," una "Gramática Republicana," ó una "Geografía Unionista."

Muy pocas solicitudes han sido presentadas al Superintendente del Estado, pidiendo ser excusados en virtud de la *prevencion* ; éstas, en todos los casos han sido concedidas, con la instrucción de que la *série* del Estado debe ser adoptada ántes del día primero de Setiembre de mil ocho cientos sesenta y cuatro. Un año es por cierto un tiempo razonable para efectuar un cambio sin inconveniencia.

COMENTARIOS SOBRE LIBROS.

ARITMÉTICA.

Las Aritméticas de Eaton son nuevas publicaciones, y de consiguiente son muy poco conocidas en el Estado. El Instituto del Estado recomendó el Primario de Eaton y el Práctico de Robinson. La Junta del Estado sustituyó la Escuela Comun de Eaton en lugar del de Robinson, segun su opinion, es mejor adaptado para las necesidades de nuestras Escuelas. Las Aritméticas de Eaton han sido usadas con bastante buen éxito en las Escuelas de Boston, en donde "calculan" bastante detenidamente ántes de determinarse á cambiar libros. Todos los libros de la *série* de Eaton, ántes de publicarse, fuéron sometidos á una crítica revision de los Maestros de las Escuelas Públicas de aquella ciudad.

GRAMÁTICA.

La Gramática Elemental de Greene, para principiantes, es indudablemente la mas útil y la mas práctica del sin número de "pequeñas" gramáticas, las que mas á menudo son meramente extractos técnicos de mayores obras. Si la gramática debe ser estudiada con el objeto de aprender la manera de usar el lenguaje al escribir y hablar, la Gramática de Greene es una obra de valor. Si el único objeto es aprender á "analizar," cualquiera otra será buena. La Gramática Inglesa de Quackenbos es una publicacion reciente. Es eminentemente práctica en su naturaleza, abunda en ejercicios constructivos en la formación de sentencias, en cuyo particular se parece á la de Greene. Con seguridad puede decirse que ningun estudio ha sido enseñado tan poco en nuestras Escuelas como la Gramática. Se espera que la introducción de los libros cuyo texto trate sobre el lenguaje de un modo natural y práctico, tendrá la tendencia de comunicar á nuestros niños un mejor conocimiento del uso correcto de su idioma materno.

GEOGRAFÍA.

El primario de Geografía de Allen es un librito encantador, fundado en el sistema de enseñanza por medio de objetos representados, y es el fundador de un nuevo y mejor sistema de Geografía para las Escuelas.

El primario de Cornell es un favorito general, y un libro de norma por todos los Estados Unidos.

El Intermedio de Warren, és, en mi opinion, el libro mas pobre de toda la *série* del Estado, pero como los Maestros lo preferían, fué adoptado por la Junta á falta de otro mejor.

Los Mapas de Cornell no tienen rival para el uso de las Escuelas Comunes.

Los Mapas de Guyot acaban de ser publicados; los hombres científicos como tambien los Maestros, han estado esperando su publicacion con grande interés, y los resultados han excedido las esperanzas mas ardientes. En cuanto á exactitud, belleza, frescura, claridad, y armonía, exceden á todos los que han sido publicados, ya sea en este pais ó en Europa. A los Maestros que han leído la “Tierra y el Hombre,” no es necesario decirles que pocos hombres viven tan capaces para preparar un juego de semejantes mapas.

Las obras completas del Profesor Guyot han salido ya á luz, en una escala correspondiente á su mérito, por Charles Scribner, de Nueva York, á un costo de cuarenta mil pesos (\$40,000.)

La miserable coleccion de nombres de innumerables pueblos, rios, ciudades, etc., etc., hasta lo infinito desaparecerán. Su ocupacion es concluida.

La geografía muy pronto será enseñada como una ciencia que demuestra cómo la Mano del Gran Creador puede trazarse en todos sus departamentos; que la tierra es un todo orgánico, aparente para el hogar del hombre; que hay “una vida del globo,” que el designio está exhibido en todos sus miembros; que las montañas, mares, y océanos influyen el progreso de las naciones; que la *Ley* dirige el universo sobre la faz de la tierra; que todo está combinado con la mas exquisito armonía; que verdaderamente la geografía es una ciencia que en interés no tiene su igual.

El Profesor Guyot, en su tierna edad, fué discipulo de Carl Ritter y Alexander Humboldt. Bien pronto llegó á ser un verdadero investigador del mundo natural; las montañas y ventisqueros de su tierra natal fueron sus salas de Escuela; y desde que se trasladó á este pais, se ha hecho familiar con sus cadenas de montañas y fasces físicas. Tenemos razon en enorgullecernos de la publicacion de tales obras en nuestro propio pais—pais adoptivo del autor. El mapa del Profesor Guyot está lleno de discursos Unionistas; en cada cadena de montaña, y cada rio, y cada cordillera está estampado *Union*.

LECTORES.

Ninguno de los libros adoptados están destinados á influir un cambio tan radical y mejorado, en métodos de instruccion, como los Lectores de Willson. En realidad son una série de libros elementales en la enseñanza por medio de objetos representados ó sobre Cosas Comunes. Ninguna clase de libros jamás han sido recibidos con tanto deleite por los niños. Llenan la gran falta que hasta ahora existía en la educacion de nuestras Escuelas Públicas. Mientras que nuestros estudiantes han sido agobiados con reglas de aritmética, reglas para análisis, y listas de nombres en geografía, todo el mundo natural ha sido para ellos comparativamente un libro cerrado. Han salido de la Escuela ignorantes de la fisiología é higiene; ignorantes de la botánica; ignorantes de las maravillas del reino vegetal; ignorantes de los animales de que están rodeados; ignorantes de los pájaros, pescados, minerales—meramente niños de hecho, en todo aquello que les concierne mas el comprender. Sus facultades perceptivas, comprendiendo la sensacion, percepcion, atencion, y observacion, jamás han sido sistemáticamente dirigidas. Las facultades expresivas, comprendiendo el sentimiento, la afeccion, emocion, pasion, imaginacion, fantasia, asociacion, imitacion, y descripcion, han sido dejadas á su propio desarrollo sin ninguna ayuda, ó han permitido que perma-

nezan completamente durmientes. Las facultades reflectivas, cuya propia esfera es ponerlas en juego cuando se hayan acumulado hechos por otras facultades, han sido martirizadas en el "caballito" de la aritmética, como si los niños fuesen solo máquinas de cálculo, y que solo fuesen capaces de comprender abstracciones matemáticas. Los Lectores de Willson contienen los elementos de la historia natural, filosofía natural, fisiología é higiene, química, y mineralogía—pájaros, béstias, flores, insectos, reptiles, minerales, y vegetales, se habla de ellos de un modo familiar, y todos hermosamente iluminados. En mi opinion, son los libros de mas valor que pueden colocarse en manos de nuestros niños de Escuela. Las ilustraciones de los Lectores son esquisitas. Nunca se han publicado libros de Escuelas que puedan compararse con ellos en este respecto. Muy pocos de los mayores y mas costosos libros científicos están tan completa y elegantemente iluminados. Una objecion ha sido hecha por los adictos á la elocucion, y és, que contienen muy pocos trozos de declamacion y retórica. Es uno de los méritos principales de los libros, que los discursos estereotipados y extractos del proscenio que siempre han ocupado un lugar en todos los Lectores de Escuelas desde los dias del "Lector Inglés," han sido reemplazado por una lectura propia y capaz de ser comprendida por los niños.

Las Cartas de Willson—designada de ir acompañadas con los libros—no tienen rival en excelencia. Toda sala de Escuela en el Estado debe tener un juego de ellas, y espero que antes que pasen dos años, no se encontrará ninguna Escuela sin ellas.

El Primario Deletreador de Willson es el primero que ha sido publicado sobre el sistema de enseñanza por medio de objetos representados. En lugar de estar lleno, como los deletreadores del estilo antiguo, con largas líneas de palabras inusitadas y sin significado, como "huge" (alta) exclamacion, señales de sorpresa y admiracion, el libro está hermosamente ilustrado, y lleno de nombres de objetos comunes, y con las palabras mas usadas diariamente.

HISTORIA.

La Historia de los Estados Unidos por Quackenbos es admirablemente adaptada para llenar las necesidades de nuestras Escuelas Públicas. Es un hecho lamentable que, excepto en las Escuelas Públicas de San Francisco, la historia de nuestro país es muy poco estudiada en las Escuelas Públicas de nuestro Estado. Aritmética! aritmética! aritmética! año tras año, mientras que los pupilos crecen tan ignorantes de la gloriosa historia de nuestro país, como si nunca hubiese existido. Es un deber obligatorio para las Escuelas Públicas, inculcar amor al país y devocion patriótica á la Union, y no conozco ningun otro medio mas eficaz para conseguirlo que haciendo estudiar la historia de los Estados Unidos.

FISIOLOGÍA.

Muy pocos autores saben cómo adaptarse á los gustos de los niños tan bien como el Dr. Worthington Hooker. Su obra mas pequeña sobre fisiología debe estar en las manos de todo niño en las Escuelas Públicas, de doce años de edad. El hecho de que nuestros niños tienen cuerpos, como tambien sesos, parece que ha sido enteramente pasado por alto en nuestro sistema de instruccion hasta ahora muy reciente. La fisiología, como la historia, no ha tenido lugar en el curso. De las mil Escuelas en el Estado, dudo que se estudie la fisiología en mas de veinte y cinco. Y es

extraño que el Análisis de las Fracciones y que el Teorema de Binomios sea considerado por hombres y mugeres cuerdas de tal prominente importancia, sobre el conocimiento del hecho que la salud depende de la observancia de ciertas leyes fijas, y que la buena salud es de mas consecuencia á una gran mayoría del género humano que ninguna otra posesion.

Soy decididamente de opinión que la Ley de Escuelas del Estado debe requerir que la fisiología é historia deba ser enseñada en todas las Escuelas Públicas arriba del grado de Primaria.

DIBUJO.

La série de libros de Burgess sobre dibujo han sido usados con buen éxito por varios niños en las Escuelas de San Francisco, y han recibido la aprobacion de todos los Maestros. Pero como muy pocas Escuelas en el Estado ponen ninguna atencion al dibujo, es casi innecesario hacer ninguna recomendacion.

ESCRITURA.

La Escritura de Burgess está en uso en todas las Escuelas de San Francisco. Despues de haber enseñado el sistema durante dos años en una Escuela Pública que contenia mil pupilos, puedo dar una opinion fundada en hechos, respecto al gran mérito del sistema. Es una innovacion radical sobre los métodos antiguos, los que han resultado ser pruebas de escritura tan tiesas, forzadas, y bárbaras, que desacreditan á nuestras Escuelas. La encomiendo al cuidadoso exámen de todos los Maestros que tengan algun deseo de enseñar de otro modo que el "buen modo antiguo" este ramo mas práctico y esencial de la instruccion de una Escuela.

Entre los libros para el uso de los Maestros, el Director Normal de Russel es uno de los de mas valor y con ahinco lo recomiendo al cuidadoso exámen de cada Maestro, quien aprenderá la manera de dirigir inteligentemente las facultades humanas. El Profesor Russell ha dedicado toda su vida á la enseñanza, y probablemente ningun Educador en los Estados Unidos es tan igual como él para la taréa de presentar una completa obra escolástica sobre los principios de enseñanza. Es una obra que debe estudiarse dia por dia, y año por año.

SOCIEDAD DE EDUCACION DEL ESTADO.

Entre los primeros buenos resultados del Instituto puede figurar la organizacion de una Sociedad de Maestros del Estado. Su formacion fué muy quietamente efectuada, y atrajo muy poco la atencion, pero puede justamente mirarse como una época en la ocupacion de la enseñanza. La necesidad de semejante sociedad fué manifestada como sigue en la "Circular del Instituto," del Departamento de Instruccion:

"El tiempo se está rápidamente aproximandose, cuando la enseñanza debe ser reconocida como una *profesion*; cuando un Diplóma de una Escuela Normal, ó un certificado de examinacion por una asociacion de Maestros legalmente autorizados, ó una Junta Examinadora del Estado

será una licencia para “enseñar en Escuelas” hasta que sea revocada por quienes la espidiéron. En Pennsylvania los graduados de la Escuela Normal, junto con su diplóma, reciben una “licencia” conferida de conformidad con una expresa Ley de la Legislatura, por los Inspectores del Estado, autorizando á los recipientes á enseñar dentro de los límites del Estado, sin estar sujetos á pasar por otro exámen. En Illinois, los certificados de la Junta del Estado permanecen en fuerza durante la vida, á menos que sean revocados por una causa especial. En Nueva York, una ley igual está en vigor. Se espera que los Maestros que respetan su ocupacion, muy pronto demandarán una ley semejante en California. Las Convenciones de Educacion en cada lugar de nuestro pais expresan un deseo general de que se reconozca distinta y definitivamente la ocupacion de la enseñanza por medio de fórmulas equivalentes á las que actualmente existen en el estudio de jurisprudencia, medicina, y teología. Ciertamente es que hay muchos que se dedican á la enseñanza como una ocupacion temporaria, un escalon para otras vocaciones, y no hay objecion por esto cuando son debidamente calificados para el mas noble de los deberes humanos; pero hay un gran número, el que se aumenta cada año, que desea ocuparse á la enseñanza por toda la vida—es una ocupacion que requiere tantos conocimientos y grandes calificaciones como cualesquiera otra de las profesiones liberales. El Profesor William Russell, graduado en la Universidad de Edinburgo, anteriormente editor del “Diario de Educacion” de Massachussetts, y bien conocido como uno de los mas capaces Lectores de Institutos en los Estados Unidos, un hombre de escuela literaria y de variados conocimientos, que ha dedicado treinta años de su vida á la enseñanza, cuyo nombre es muy familiar á miles de Maestros de Nueva Inglaterra, en un informe reciente presentado á la asociacion de Maestros en el Estado de Massachussetts, se expresa sobre esta materia como sigue:

“No es razonable esperar de que tenga lugar alguna revolucion en favor de aquellos que no se mueven por sus propios intereses. Ni la comunidad que nos rodea, ni la Legislatura del Estado, ni la de la Union, puede constituir á nuestro actual gremio de Maestros en un cuerpo profesional propiamente organizado. Los mismos Maestros tienen que hacer la mocion; ellos solos pueden hacerlo. Nada se necesita, sinó que cada una de nuestras Asociaciones de Estado ó Condado, de su “*motu-propio*,” segun lo expresa la ley, se resuelva ella misma de su presente condicion de un cuerpo separado al de un cuerpo mas unido, constituyendose, perpetuandose, examinandose, y licenciandose.

“Para constituir la profesion de enseñar una profesion regularmente organizada, cualquier existente cuerpo de Maestros solo tiene que adoptar el curso de procedimiento voluntario, el que está exemplificado en la práctica de esos cuerpos profesionales, los cuales ya han tomado el conveniente y ventajoso terreno y son respetados de conformidad. Es puramente el hecho que otros cuerpos asociados actúan sobre este privilegio cívico, el que constituye la medicina, jurisprudencia, y teología, propia y estrictamente llamadas profesiones, y distinguidas de otras vocaciones ú ocupaciones. Las tres son algunas veces denominadas profesiones “liberales” y como implicando una “liberal” educacion preparatoria; aunque el hecho no en todos los casos, ó necesariamente, verifican la aplicacion del término, sin embargo, son “profesiones,” porque los que las practican, ántes de entrar á desempeñar sus deberes, “profesan” estar *calificados para desempeñarlas*, y á ese efecto son examinados por *hombres de la profesion*, y si se encuentran ser dignos, de conformidad se les

admite como miembros del cuerpo de la profesion indicada, y se les habilita con un certificado en forma manifestando el hecho. En todos los tales casos, el procedimiento es el de un cuerpo por sí solo examinador, licenciador y perpetuador, dando un derecho de miembro al individuo admitido para que reciba proteccion y cooperacion de sus hermanos de la profesion; y proporcionando á la comunidad en general la satisfactoria seguridad que el candidato para el empleo de la profesion está debidamente calificado para desempeñar sus deberes. Por tanto, cualquiera ventaja social, profesional, ó personal, es derivada de tales arreglos por los miembros de las profesiones liberales, razonablemente puede esperarse que sean disfrutadas por individuos que se dedican á cualquiera otra vocacion que requiera peculiares calificaciones intelectuales, cuando estos individuos se asocian para objetos correspondientes de interés y beneficio general.

“ Porque pues, no deben los fundadores Maestros de este Estado, en el siguiente Instituto, tomar medidas para constituirse en una organizacion con el derecho de reconocerse y aproximarse á sí mismos, y levantarse de la humillante necesidad de someterse á un exámen dirigido por miembros de otras profesiones, ó de ninguna profesion? Una “ Sociedad de Educacion del Estado,” podría organizarse por aquellos que pasasen el siguiente exámen por la Junta del Estado, los que tienen diplómas de graduacion de Escuelas Normales, y los Profesores de los varios Colegios y Escuelas del Estado. Esta Sociedad podría llegar á ser legalmente incorporada en la siguiente sesion de la Legislatura, y otros miembros pudieran ser admitidos de tiempo en tiempo, pasando por un exámen regular, y recibiendo sus correspondientes diplómas. Semejantes certificados muy pronto y gustosamente serían reconocidos por examinadores sin profesion (muchos de los cuales, aunque personas de educacion, se conoce de que no son debidamente calificadas para sentarse á pronunciar el fallo sobre la competencia de Maestros para su obra peculiar) como la prueba mejor de aptitud para enseñar. Y los Maestros deben estar seguros que á esto se seguirían los decretos Legislativos, declarando que las dichas diplómas eran prueba *prima facie* de habilidad para enseñar en cualquiera parte del Estado, sin ser necesario pasar por ningun otro exámen.

“ Algunas de las tales medidas estamos llamados á tomar á consecuencia del gran número de hombres y mugeres de conocimientos que están entrando á nuestra vocacion. Estamos llamados á actuar, no solamente en justicia á la literutura y al talento, pero en defensa propia contra los impostores y pretenciosos; y que honradamente manifestemos el deseo de excluir á todos aquellos que indignamente se entrometen en el noble empléo de la enseñanza.”

Fué eminentemente conveniente que la Constitucion de la Sociedad del Estado apareciese en el primer número del “ California Teacher.”

El preámbulo lee como sigue :

“ NOSOTROS, como Maestros de California, con el objeto de adelantar los intereses de la educacion del Estado; dar eficiencia á nuestro sistema de Escuelas; suministrar una base práctica para la accion unida entre aquellos dedicados á la causa de la que estamos ocupados, y con ese intento, elevar el empléo del Maestro á su verdadero rango entre las profesiones, por la presente adoptamos la siguiente Constitucion :

Unas cuantas secciones de la Constitucion explicarán las condiciones de la sociedad :

“ NOMBRE.

“ SECCION 1. Esta organizacion será conocida por LA SOCIEDAD DE EDUCACION DEL ESTADO.

“ MIEMBROS.

“ SEC. 2. La calificacion de miembros será: una buena conducta moral; tres años consecutivos de experiencia, uno de los cuales debe haber sido en este Estado, y habilidad para pasar por un completo examen en lectura, ortografía, escritura, dibujo, enseñanza representando objetos, geografía, historia, aritmética, álgebra, fisiología, y filosofía natural.

“ SEC. 3. Esta sociedad consistirá exclusivamente de miembros varones.

“ SEC. 4. Todos los varones graduados en las Escuelas Normales del Estado en los Estados Unidos, que hayan enseñado tres años antes de solicitar su admision á esta sociedad, y que sean residentes de este Estado, segun dispuesto por las leyes de California, serán elegibles á esta sociedad bajo recomendacion de la Comision Examinadora.”

La sociedad comprende ya treinta miembros. Se intenta hacerla estrictamente una *sociedad profesional*, admitiendo á la sociedad solamente á los Maestros de conocida habilidad, escuela literaria y experiencia. Su objeto es hacer la *ocupacion* de la enseñanza una *profesion*: desaprobar los charlatanes y empíricos; y hacer que se sienta la influencia de los Maestros del Estado como una sociedad organizada.

Cuando haya aumentado su número, se pedirá á la Legislatura que sus Diplómas Profesionales sean consideradas como licencias para enseñar en cualquier parte del Estado sin otro examen. Se presenta como la primera sociedad profesional organizada en los Estados Unidos.

DIPLOMAS DE EDUCACION DEL ESTADO.

Haberse espedido un número tan grande de Diplómas y Certificados del Estado, en virtud de la Revisada Ley de Escuelas, fué un acto de justicia tardía para muchos de los Maestros ilustrados, que por largo tiempo han estado sujetos á la humillacion de exámenes anuales, y quienes hace tiempo que han sentido la necesidad de una medida hácia reconocer la ocupacion de la enseñanza como una profesion.

El hecho de que un número tan grande solicitase ser examinado en la primera sesion de la junta, indica cuan grande era la necesidad de alguna semejante medida en favor de los Maestros del Estado. Las secciones cuarenta y siete y cuarenta y ocho de la Revisada Ley de Escuelas son como sigue:

“ SEC. 47. La Junta Examinadora del Estado, para conceder certificados de habilitacion á Maestros de Escuelas Públicas, consistirá del Superintendente de Instruccion Pública, y de tales Superintendentes de Condado, ó Maestros de Escuelas, no menos del número de cuatro, segun fuesen nombrados por dicho Superintendente de Instruccion Pública del Estado. Dicha Junta Examinadora se reunirá en tales épocas y lugares segun lo designase el Superintendente de Instruccion Pública; y tendrá

facultad para conceder certificados de los grados siguientes, á saber : Certificados de primer Grado, por enseñar Escuela de Gramática, el que permanecerá en toda fuerza por cuatro años ; Certificados de segundo Grado, por enseñar Escuela Intermedia ó no clasificada, el que permanecerá en toda fuerza por dos años ; Certificados de tercer Grado, por enseñar Escuela Primaria, el que permanecerá en fuerza por dos años. Dichos certificados se espedirán solamente á las personas que hubiesen pasado por un exámen satisfactorio en los estudios que se cursan en las diferentes escuelas especificadas, y que hubiesen dado pruebas de una conducta de buena moral, y de capacidad y aptitud para enseñar ; lo que dará derecho á la persona que recibiese el dicho certificado, para enseñar cualquier Escuela Pública del grado especificado, por el tiempo designado, en cualquier Distrito de Escuelas en el Estado, sin tener que pasar por ningun otro exámen. Dichos certificados podrán ser revocados por dicha Junta, una vez probado de que es inmoral y tachable la conducta de la persona que lo posee. Las Juntas de Educacion de villas y ciudades incorporadas, quedan por la presente autorizadas para reconocer y recibir certificados concedidos por la Junta Examinadora del Estado, siempre que lo consideren conveniente.”

“Sec. 48. La Junta Examinadora del Estado, tendrá además facultad, despues de un completo y estricto exámen de los solicitantes en los estudios de algebra, aritmética, gramática, geografía, historia de los Estados Unidos, fisiología, filosofía natural, lectura, deletreo, escritura, dibujo, y enseñanza por medio de objetos representados, y tales otros estudios que la Junta considerase necesarios, conceder Diplómas de Educacion del Estado á dichos solicitantes que presentasen pruebas de poséer las calificaciones y conducta requisita, y haber enseñado á lo menos durante un año en California, y de haber estado dedicados en la profesion de enseñanza á lo menos tres años. Dicho Diplóma dará derecho á la persona á quien fuese espedida, para enseñar en las Escuelas Públicas en cualesquier parte del Estado por el término de seis años, á menos que fuese revocado por el Superintendente de Instruccion Pública por buena y suficientes razones.”

Nada ha causado tanto disgusto á la ocupacion de Maestros de Escuelas Públicas como el antiguo sistema de exámenes anuales. Los Maestros estaban condenados á ser juzgados, no por un jurado de sus colegas, sinó muy á menudo por personas que comprendian muy poco ó nada la enseñanza práctica, y quienes con frecuencia hiciéron de los exámenes anuales una guillotina para decapitar á cualesquier desafortunado pedagogo que habia caido fuera de su gracia. Un Maestro en las Escuelas Públicas, aunque hubiese añadido á las habilidades mas finas y naturales para la enseñanza, una completa direccion profesional en las mejores Escuelas Normales en los Estados Unidos ; aunque hubiese sido coronado con honores, ganados por muchos años de buena experiencia ; aunque fuese estimado por la comunidad y reverenciado por miles de gratos pupilos, al fin de cada año, no obstante, tiene que ser “examinado,” por una comision compuesta de abogados, doctores, dentistas, encuadernadores, contratistas, y personas sin profesion, para examinar si era capaz para “*enseñar una Escuela Comunal!*” Despues de haber pasado por el mismo exámen anualmente, por nuevos años seguidos, sale cada vez con una “nueva marca” certificado de “capacidad para enseñar una Escuela Comunal por un año,” puedo hablar con sentimiento sobre este asunto.

Estos exámenes anuales de Maestros de experiencia, ofrecían un insulto anual á la inteligencia, pesando el carácter, aptitud para enseñar, cultura moral y social, en estados sinópticos de “tanto por ciento” sobre aritmética y ortografía, en el cual se cuentan los infinitos detalles, pero el carácter y buen éxito nada enteramente. La prueba actual en la sala de la Escuela es el mejor experimento de capacidad para enseñar, y cuando ha pasado una vez el examen, y ha probado buen éxito en la Escuela, los exámenes subsiguientes son inútiles é innecesarios.

Me acuerdo de mas de un Maestro de conocida reputacion, que presentado ante la Examinacion de “Star Chamber,” fué decapitado por la guillotina oficial del “tanto por ciento” porqué faltó de encontrar la mejor ruta de Novogorod á Kilimandijaro, ó del “Red Dog,” á “You Bet,” ó que se olvidó de la poblacion “Brandy Gulch,” “Humbug Cañon,” ó “Pompeya,” ó que no pudo acordarse de los nombres de todos los rios del mundo, desde el Amazonas hasta el Arroyo donde pescaba “pescaditos” con ganchitos cuando era muchacho; ó que cometió algun error en algun cálculo de aritmética, suficiente fuerte para traspasar el cuero de un Monitor; ó que por casualidad deletreó “traveler” (viagiero) con dos l’s; ó que no pudo formar una tabla cronológica de todas las batallas de todas las guerras desde el Rey Felipe hasta la famosa cruzada de Buchanan contra el Lago Salado; ó que por casualidad, finalmente, faltó en un décimo de un crédito abajo de novecientos noventa y nueve, la norma que exactamente graduaba el carácter moral y la habilidad intelectual de un hombre “competente para enseñar una Escuela Comunal durante un año.” La nueva Ley del Estado concediendo Diplómas por seis años, alivia á los Maestros del enfado de tales exámenes, y es el primer paso en favor de reconocer la enseñanza como una profesion. Desde el principio tuve la firme conviccion, que el fin pensado seria el mejor conseguido dando la autoridad para examinar candidatos á una Junta de Maestros Prácticos, elegidos para ese objeto específico. El futuro buen éxito de este importante movimiento dependerá en retener este principio como una base fundamental. Los Maestros tienen derecho de demandar un examen por sus colegas. La Junta Examinadora del Estado, en Mayo, era compuesta enteramente de Maestros prácticos; las cuestiones fuéron preparadas por Maestros prácticos; los papeles fuéron examinados por Maestros prácticos; y la norma de calificacion fué determinada por Maestros prácticos.

En el examen de cien Maestros en un tiempo tan limitado no fué posible tener ninguna examinacion oral. Siempre que sea posible deben combinarse exámenes orales y por escrito. En virtud de la Ley, Diplómas del Estado, pueden solo concederse á personas que han enseñado Escuela durante tres años sucesivamente, de los cuales un año debe haber sido en este Estado. Al determinar el carácter y extension de los conocimientos que deben considerarse esenciales para asegurar el mas alto certificado en virtud de la ley, no fué considerado conveniente bajar la norma al nivel de la mediocridad. Fué considerado que la posesion de un Diplóma del Estado debe apreciarse como un honor digno de defenderse, y el cual debe dar derecho al tenedor al respeto de la comunidad y de sus colegas. Y no obstante, se tuvo que tener en consideracion, que el objeto del Diplóma del Estado era beneficiar á los Maestros de las *Escuelas Publicas*—nó á los Profesores de las altas instituciones de enseñanza. Fué la intencion de la Ley colocar la banda del honor en los Maestros que han obtenido buen éxito en la Escuela Comunal—aquellos que fuesen Maestros bien versados en los estudios ordinariamente cursados

en tales Escuelas. Fué justo y propio que los clásicos, idiomas modernos, y matemáticas mixtas, no fuesen incluidas en el exámen.

Encontrar el dorado intermedio entre estos dos extremos fué un asunto de seria consideracion. Tambien parecia eminentemente justo, que la experiencia y conocimiento de un Maestro en los métodos de enseñanza, fuesen un elemento importante en el exámen; y un maximum de cien créditos fuerón concedidos para preguntas generales.

Lo que sigue es la forma del Diplóma de Educacion del Estado:

[Pabellon Nacional]	DIPLOMA DE EDUCACION DEL ESTADO.	[Pabellon Nacional.]
ESTADO DE [Sello del Estado de California.] CALIFORNIA.		
<p>La Junta de Educacion del Estado, despues de un completo y crítico exámen, de conformidad con las disposiciones de la seccion cuarenta y ocho de la Revisida Ley de Escuelas de mil ocho cientos sesenta y tres, ha encontrado _____ bien habilitado en todos respectos para la profession de la Enseñanza.</p>		
<p>Por tanto espiden este Diplóma, la que dá derecho al portador de enseñar en Escuela Pública en cualquier parte del Estado de California, sin ningun otro exámen, por el termino de seis años.</p>		
[Sello del Departamento de Instruccion Pública.]	[Firmado,]	
		_____ <i>Sup'te de Instruccion Pública.</i>
{ Diseño—Manos agarradas rodeadas de estrellas, } { bajo el moto: "La Constitucion." }		
Por órden de la Junta de Examinadores del Estado.		

Este Diplóma evita la necesidad de ningun otro exámen por el periodo de seis años, y es una licencia para enseñar en cualquier distrito en California, excepto en unas cuantas ciudades incorporadas y gobernadas por una especial Junta de Educacion. Constituye la mas fuerte recomendacion oficial del tenedor á la confianza del público y á la estimacion y amistosa proteccion de los Maestros colegas. Resultará en una ayuda importante en asegurar los puestos mas importantes en las Escuelas Públicas del Estado.

Los Maestros del Estado deben de responder á esta generosa disposicion de la Legislatura esforzandose en asegurar Diplómas del Estado. Esto en derecho lo deben á la profesion que ellos deben procurar el honrar; lo deben como un deber á las Escuelas Públicas; lo deben como un deber á sí mismos con el objeto de protegerse contra los ignorantes pretenciosos.

El número total de Diplómas del Estado y Certificados concedidos durante el año es como sigue:

nezan completamente durmientes. Las facultades reflectivas, cuya propia esfera es ponerlas en juego cuando se hayan acumulado hechos por otras facultades, han sido martirizadas en el "caballito" de la aritmética, como si los niños fuesen solo máquinas de cálculo, y que solo fuesen capaces de comprender abstracciones matemáticas. Los Lectores de Willson contienen los elementos de la historia natural, filosofía natural, fisiología é higiene, química, y mineralogía—pájaros, béstias, flores, insectos, reptiles, minerales, y vegetales, se habla de ellos de un modo familiar, y todos hermosamente iluminados. En mi opinion, son los libros de mas valor que pueden colocarse en manos de nuestros niños de Escuela. Las ilustraciones de los Lectores son esquisitas. Nunca se han publicado libros de Escuelas que puedan compararse con ellos en este respecto. Muy pocos de los mayores y mas costosos libros científicos están tan completa y elegantemente iluminados. Una objecion ha sido hecha por los adictos á la elocucion, y és, que contienen muy pocos trozos de declamacion y retórica. Es uno de los méritos principales de los libros, que los discursos estereotipados y extractos del proscenio que siempre han ocupado un lugar en todos los Lectores de Escuelas desde los dias del "Lector Inglés," han sido reemplazado por una lectura propia y capaz de ser comprendida por los niños.

Las Cartas de Willson—designada de ir acompañadas con los libros—no tienen rival en excelencia. Toda sala de Escuela en el Estado debe tener un juego de ellas, y espero que antes que pasen dos años, no se encontrará ninguna Escuela sin ellas.

El Primario Deletreador de Willson es el primero que ha sido publicado sobre el sistema de enseñanza por medio de objetos representados. En lugar de estar lleno, como los deletreadores del estilo antiguo, con largas líneas de palabras inusitadas y sin significado, como "huge" (alta) exclamacion, señales de sorpresa y admiracion, el libro está hermosamente ilustrado, y lleno de nombres de objetos comunes, y con las palabras mas usadas diariamente.

HISTORIA.

La Historia de los Estados Unidos por Quackenbos es admirablemente adaptada para llenar las necesidades de nuestras Escuelas Públicas. Es un hecho lamentable que, excepto en las Escuelas Públicas de San Francisco, la historia de nuestro pais es muy poco estudiada en las Escuelas Públicas de nuestro Estado. Aritmética! aritmética! aritmética! año tras año, mientras que los pupilos crecen tan ignorantes de la gloriosa historia de nuestro pais, como si nunca hubiese existido. Es un deber obligatorio para las Escuelas Públicas, inculcar amor al pais y devocion patriótica á la Union, y no conozco ningun otro medio mas eficaz para conseguirlo que haciendo estudiar la historia de los Estados Unidos.

FISIOLOGÍA.

Muy pocos autores saben cómo adaptarse á los gustos de los niños tan bien como el Dr. Worthington Hooker. Su obra mas pequeña sobre fisiología debe estar en las manos de todo niño en las Escuelas Públicas, de doce años de edad. El hecho de que nuestros niños tienen cuerpos, como tambien sesos, parece que ha sido enteramente pasado por alto en nuestro sistema de instruccion hasta ahora muy reciente. La fisiología, como *la historia*, no ha tenido lugar en el curso. De las mil Escuelas en el Estado, dudo que se estudie la fisiología en mas de veinte y cinco. Y es

extraño que el Análisis de las Fracciones y que el Teorema de Binomios sea considerado por hombres y mugeres cuerdas de tal prominente importancia, sobre el conocimiento del hecho que la salud depende de la observancia de ciertas leyes fijas, y que la buena salud es de mas consecuencia á una gran mayoría del género humano que ninguna otra posesion.

Soy decididamente de opinión que la Ley de Escuelas del Estado debe requerir que la fisiología é historia deba ser enseñada en todas las Escuelas Públicas arriba del grado de Primaria.

DIBUJO.

La série de libros de Burgess sobre dibujo han sido usados con buen éxito por varios niños en las Escuelas de San Francisco, y han recibido la aprobacion de todos los Maestros. Pero como muy pocas Escuelas en el Estado ponen ninguna atencion al dibujo, es casi innecesario hacer ninguna recomendacion.

ESCRITURA.

La Escritura de Burgess está en uso en todas las Escuelas de San Francisco. Despues de haber enseñado el sistema durante dos años en una Escuela Pública que contenia mil pupilos, puedo dar una opinion fundada en hechos, respecto al gran mérito del sistema. Es una innovacion radical sobre los métodos antiguos, los que han resultado ser pruebas de escritura tan tiesas, forzadas, y bárbaras, que desacreditan á nuestras Escuelas. La encomiendo al cuidadoso exámen de todos los Maestros que tengan algun deseo de enseñar de otro modo que el "buen modo antiguo" este ramo mas práctico y esencial de la instruccion de una Escuela.

Entre los libros para el uso de los Maestros, el Director Normal de Russell es uno de los de mas valor y con ahinco lo recomiendo al cuidadoso exámen de cada Maestro, quien aprenderá la manera de dirigir inteligentemente las facultades humanas. El Profesor Russell ha dedicado toda su vida á la enseñanza, y probablemente ningun Educador en los Estados Unidos es tan igual como él para la taréa de presentar una completa obra escolástica sobre los principios de enseñanza. Es una obra que debe estudiarse dia por dia, y año por año.

SOCIEDAD DE EDUCACION DEL ESTADO.

Entre los primeros buenos resultados del Instituto puede figurar la organizacion de una Sociedad de Maestros del Estado. Su formacion fué muy quietamente efectuada, y atrajo muy poco la atencion, pero puede justamente mirarse como una época en la ocupacion de la enseñanza. La necesidad de semejante sociedad fué manifestada como sigue en la "Circular del Instituto," del Departamento de Instruccion:

"El tiempo se está rápidamente aproximandose, cuando la enseñanza debe ser reconocida como una *profesion*; cuando un *Diplóma* de una Escuela Normal, ó un certificado de examinacion por una *asociacion de Maestros legalmente autorizados*, ó una *Junta Examinadora del Estado*

será una licencia para “enseñar en Escuelas” hasta que sea revocada por quienes la espidieron. En Pennsylvania los graduados de la Escuela Normal, junto con su diplóma, reciben una “licencia” conferida de conformidad con una expresa Ley de la Legislatura, por los Inspectores del Estado, autorizando á los recipientes á enseñar dentro de los límites del Estado, sin estar sujetos á pasar por otro exámen. En Illinois, los certificados de la Junta del Estado permanecen en fuerza durante la vida, á menos que sean revocados por una causa especial. En Nueva York, una ley igual está en vigor. Se espera que los Maestros que respetan su ocupacion, muy pronto demandarán una ley semejante en California. Las Convenciones de Educacion en cada lugar de nuestro pais expresan un deseo general de que se reconozca distinta y definidamente la ocupacion de la enseñanza por medio de fórmulas equivalentes á las que actualmente existen en el estudio de jurisprudencia, medicina, y teología. Ciertamente es que hay muchos que se dedican á la enseñanza como una ocupacion temporaria, un escalon para otras vocaciones, y no hay objecion por esto cuando son debidamente calificados para el mas noble de los deberes humanos; pero hay un gran número, el que se aumenta cada año, que desea ocuparse á la enseñanza por toda la vida—es una ocupacion que requiere tantos conocimientos y grandes calificaciones como cualesquiera otra de las profesiones liberales. El Profesor William Russell, graduado en la Universidad de Edinburgo, anteriormente editor del “Diario de Educacion” de Massachussetts, y bien conocido como uno de los mas capaces Lectores de Institutos en los Estados Unidos, un hombre de escuela literaria y de variados conocimientos, que ha dedicado treinta años de su vida á la enseñanza, cuyo nombre es muy familiar á miles de Maestros de Nueva Inglaterra, en un informe reciente presentado á la asociacion de Maestros en el Estado de Massachussetts, se expresa sobre esta materia como sigue:

“No es razonable esperar de que tenga lugar alguna revolucion en favor de aquellos que no se mueven por sus propios intereses. Ni la comunidad que nos rodea, ni la Legislatura del Estado, ni la de la Union, puede constituir á nuestro actual gremio de Maestros en un cuerpo profesional propiamente organizado. Los mismos Maestros tienen que hacer la mocion; ellos solos pueden hacerlo. Nada se necesita, sinó que cada una de nuestras Asociaciones de Estado ó Condado, de su “*motu-propio*,” segun lo expresa la ley, se resuelva ella misma de su presente condicion de un cuerpo separado al de un cuerpo mas unido, constituyendose, perpetuandose, examinandose, y licenciandose.

“Para constituir la profesion de enseñar una profesion regularmente organizada, cualquier existente cuerpo de Maestros solo tiene que adoptar el curso de procedimiento voluntario, el que está exemplificado en la práctica de esos cuerpos profesionales, los cuales ya han tomado el conveniente y ventajoso terreno y son respetados de conformidad. Es puramente el hecho que otros cuerpos asociados actúan sobre este privilegio cívico, el que constituye la medicina, jurisprudencia, y teología, propia y estrictamente llamadas profesiones, y distinguidas de otras vocaciones ú ocupaciones. Las tres son algunas veces denominadas profesiones “liberales” y como implicando una “liberal” educacion preparatoria; aunque el hecho no en todos los casos, ó necesariamente, verifican la aplicacion del término, sin embargo, son “profesiones,” porque los que las *practican*, ántes de entrar á desempeñar sus deberes, “profesan” estar *calificados para desempeñarlas*, y á ese efecto son examinados por *hombres de la profesion*, y si se encuentran ser dignos, de conformidad se les

admite como miembros del cuerpo de la profesion indicada, y se les habilita con un certificado en forma manifestando el hecho. En todos los tales casos, el procedimiento es el de un cuerpo por sí solo examinador, licenciador y perpetuador, dando un derecho de miembro al individuo admitido para que reciba proteccion y cooperacion de sus hermanos de la profesion; y proporcionando á la comunidad en general la satisfactoria seguridad que el candidato para el empleo de la profesion está debidamente calificado para desempeñar sus deberes. Por tanto, cualquiera ventaja social, profesional, ó personal, es derivada de tales arreglos por los miembros de las profesiones liberales, razonablemente puede esperarse que sean disfrutadas por individuos que se dedican á cualquiera otra vocacion que requiera peculiares calificaciones intelectuales, cuando estos individuos se asocian para objetos correspondientes de interés y beneficio general.

“ Porque pues, no deben los fundadores Maestros de este Estado, en el siguiente Instituto, tomar medidas para constituirse en una organizacion con el derecho de reconocerse y aproximarse á sí mismos, y levantarse de la humillante necesidad de someterse á un exámen dirigido por miembros de otras profesiones, ó de ninguna profesion? Una “ Sociedad de Educacion del Estado,” podría organizarse por aquellos que pasasen el siguiente exámen por la Junta del Estado, los que tienen diplómas de graduacion de Escuelas Normales, y los Profesores de los varios Colegios y Escuelas del Estado. Esta Sociedad podría llegar á ser legalmente incorporada en la siguiente sesion de la Legislatura, y otros miembros pudieran ser admitidos de tiempo en tiempo, pasando por un exámen regular, y recibiendo sus correspondientes diplómas. Semejantes certificados muy pronto y gustosamente serían reconocidos por examinadores sin profesion (muchos de los cuales, aunque personas de educacion, se conoce de que no son debidamente calificadas para sentarse á pronunciar el fallo sobre la competencia de Maestros para su obra peculiar) como la prueba mejor de aptitud para enseñar. Y los Maestros deben estar seguros que á esto se seguirían los decretos Legislativos, declarando que las dichas diplómas eran prueba *prima facie* de habilidad para enseñar en cualquiera parte del Estado, sin ser necesario pasar por ningun otro exámen.

“ Algunas de las tales medidas estamos llamados á tomar á consecuencia del gran número de hombres y mugeres de conocimientos que están entrando á nuestra vocacion. Estamos llamados á actuar, no solamente en justicia á la literutura y al talento, pero en defensa propia contra los impostores y pretenciosos; y que honradamente manifestemos el deseo de excluir á todos aquellos que indignamente se entrometen en el noble empléo de la enseñanza.”

Fué eminentemente conveniente que la Constitucion de la Sociedad del Estado apareciese en el primer número del “ California Teacher.”

El preámbulo lee como sigue :

“ NOSOTROS, como Maestros de California, con el objeto de adelantar los intereses de la educacion del Estado; dar eficiencia á nuestro sistema de Escuelas; suministrar una base práctica para la accion unida entre aquellos dedicados á la causa de la que estamos ocupados, y con ese intento, elevar el empléo del Maestro á su verdadero rango entre las profesiones, por la presente adoptamos la siguiente Constitucion :

Unas cuantas secciones de la Constitucion explicarán las condiciones de la sociedad :

“ NOMBRE.

“ SECCION 1. Esta organizacion será conocida por LA SOCIEDAD DE EDUCACION DEL ESTADO.

“ MIEMBROS.

“ SEC. 2. La calificacion de miembros será: una buena conducta moral; tres años consecutivos de experiencia, uno de los cuales debe haber sido en este Estado, y habilidad para pasar por un completo exámen en lectura, ortografía, escritura, dibujo, enseñanza representando objetos, geografía, historia, aritmética, álgebra, fisiología, y filosofía natural.

“ SEC. 3. Esta sociedad consistirá exclusivamente de miembros varones.

“ SEC. 4. Todos los varones graduados en las Escuelas Normales del Estado en los Estados Unidos, que hayan enseñado tres años antes de solicitar su admision á esta sociedad, y que sean residentes de este Estado, segun dispuesto por las leyes de California, serán elegibles á esta sociedad bajo recomendacion de la Comision Examinadora.”

La sociedad comprende yá treinta miembros. Se intenta hacerla estrictamente una *sociedad profesional*, admitiendo á la sociedad solamente á los Maestros de conocida habilidad, escuela literaria y experiencia. Su objeto es hacer la *ocupacion* de la enseñanza una *profesion*: desaprobar los charlatanes y empíricos; y hacer que se sienta la influencia de los Maestros del Estado como una sociedad organizada.

Cuando haya aumentado su número, se pedirá á la Legislatura que sus Diplómas Profesionales sean consideradas como licencias para enseñar en cualquier parte del Estado sin otro exámen. Se presenta como la primera sociedad profesional organizada en los Estados Unidos.

DIPLOMAS DE EDUCACION DEL ESTADO.

Haberse espedido un número tan grande de Diplómas y Certificados del Estado, en virtud de la Revisada Ley de Escuelas, fué un acto de justicia tardía para muchos de los Maestros ilustrados, que por largo tiempo han estado sujetos á la humillacion de exámenes anuales, y quienes hace tiempo que han sentido la necesidad de una medida hácia reconocer la ocupacion de la enseñanza como una profesion.

El hecho de que un número tan grande solicitase ser examinado en la primera sesion de la junta, indica cuan grande era la necesidad de alguna semejante medida en favor de los Maestros del Estado. Las secciones cuarenta y siete y cuarenta y ocho de la Revisada Ley de Escuelas son como sigue:

“ SEC. 47. La Junta Examinadora del Estado, para conceder certificados de habilitacion á Maestros de Escuelas Pùblicas, consistirá del Superintendente de Instruccion Pùblica, y de tales Superintendentes de Condado, ó Maestros de Escuelas, no menos del número de cuatro, segun fuesen nombrados por dicho Superintendente de Instruccion Pùblica del Estado. Dicha Junta Examinadora se reunirá en tales épocas y lugares segun lo designase el Superintendente de Instruccion Pùblica; y tendrá

facultad para conceder certificados de los grados siguientes, á saber : Certificados de primer Grado, por enseñar Escuela de Gramática, el que permanecerá en toda fuerza por cuatro años ; Certificados de segundo Grado, por enseñar Escuela Intermedia ó no clasificada, el que permanecerá en toda fuerza por dos años ; Certificados de tercer Grado, por enseñar Escuela Primaria, el que permanecerá en fuerza por dos años. Dichos certificados se expedirán solamente á las personas que hubiesen pasado por un exámen satisfactorio en los estudios que se cursan en las diferentes escuelas especificadas, y que hubiesen dado pruebas de una conducta de buena moral, y de capacidad y aptitud para enseñar ; lo que dará derecho á la persona que recibiese el dicho certificado, para enseñar cualquier Escuela Pública del grado especificado, por el tiempo designado, en cualquier Distrito de Escuelas en el Estado, sin tener que pasar por ningun otro exámen. Dichos certificados podrán ser revocados por dicha Junta, una vez probado de que es inmoral y tachable la conducta de la persona que lo posee. Las Juntas de Educacion de villas y ciudades incorporadas, quedan por la presente autorizadas para reconocer y recibir certificados concedidos por la Junta Examinadora del Estado, siempre que lo consideren conveniente."

"SEC. 48. La Junta Examinadora del Estado, tendrá además facultad, despues de un completo y estricto exámen de los solicitantes en los estudios de algebra, aritmética, gramática, geografia, historia de los Estados Unidos, fisiología, filosofia natural, lectura, deletreo, escritura, dibujo, y enseñanza por medio de objetos representados, y tales otros estudios que la Junta considerase necesarios, conceder Diplómas de Educacion del Estado á dichos solicitantes que presentasen pruebas de poséer las calificaciones y conducta requisita, y haber enseñado á lo menos durante un año en California, y de haber estado dedicados en la profesion de enseñanza á lo menos tres años. Dicho Diplóma dará derecho á la persona á quien fuese espedida, para enseñar en las Escuelas Públicas en cualesquier parte del Estado por el término de seis años, á menos que fuese revocado por el Superintendente de Instruccion Pública por buena y suficientes razones."

Nada ha causado tanto disgusto á la ocupacion de Maestros de Escuelas Públicas como el antiguo sistema de exámenes anuales. Los Maestros estaban condenados á ser juzgados, no por un jurado de sus colegas, sinó muy á menudo por personas que comprendian muy poco ó nada la enseñanza práctica, y quienes con frecuencia hiciéron de los exámenes anuales una guillotina para decapitar á cualesquier desafortunado pedagogo que habia caido fuera de su gracia. Un Maestro en las Escuelas Públicas, aunque hubiese añadido á las habilidades mas finas y naturales para la enseñanza, una completa direccion profesional en las mejores Escuelas Normales en los Estados Unidos ; aunque hubiese sido coronado con honores, ganados por muchos años de buena experiencia ; aunque fuese estimado por la comunidad y reverenciado por miles de gratos pupilos, al fin de cada año, no obstante, tiene que ser "examinado," por una comision compuesta de abogados, doctores, dentistas, encuadernadores, contratistas, y personas sin profesion, para examinar si era capaz para "*enseñar una Escuela Comunal!*" Despues de haber pasado por el mismo exámen anualmente, por nuevos años seguidos, sale cada vez con una "nueva marca" certificado de "capacidad para enseñar una Escuela Comunal por un año," puedo hablar con sentimiento sobre este asunto.

Estos exámenes anuales de Maestros de experiencia, ofrecían un insulto anual á la inteligencia, pesando el carácter, aptitud para enseñar, cultura moral y social, en estados sinópticos de "tanto por ciento" sobre aritmética y ortografía, en el cual se cuentan los infinitos detalles, pero el carácter y buen éxito nada enteramente. La prueba actual en la sala de la Escuela es el mejor experimento de capacidad para enseñar, y cuando ha pasado una vez el examen, y ha probado buen éxito en la Escuela, los exámenes subsiguientes son inútiles é innecesarios.

Me acuerdo de mas de un Maestro de conocida reputacion, que presentado ante la Examinacion de "Star Chamber," fué decapitado por la guillotina oficial del "tanto por ciento" porqué faltó de encontrar la mejor ruta de Novogorod á Kilimandijaro, ó del "Red Dog," á "You Bet," ó que se olvidó de la poblacion "Brandy Gulch," "Humbug Cañon," ó "Pompeya," ó que no pudo acordarse de los nombres de todos los rios del mundo, desde el Amazonas hasta el Arroyo donde pescaba "pescaditos" con ganchitos cuando era muchacho; ó que cometió algun error en algun cálculo de aritmética, suficiente fuerte para traspasar el cuero de un Monitor; ó que por casualidad deletreó "traveler" (viagero) con dos l's; ó que no pudo formar una tabla cronológica de todas las batallas de todas las guerras desde el Rey Felipe hasta la famosa cruzada de Buchanan contra el Lago Salado; ó que por casualidad, finalmente, faltó en un décimo de un crédito abajo de novecientos noventa y nueve, la norma que exactamente graduaba el carácter moral y la habilidad intelectual de un hombre "competente para enseñar una Escuela Comunal durante un año." La nueva Ley del Estado concediendo Diplómas por seis años, alivia á los Maestros del enfado de tales examinaciones, y es el primer paso en favor de reconocer la enseñanza como una profesion. Desde el principio tuve la firme conviccion, que el fin pensado seria el mejor conseguido dando la autoridad para examinar candidatos á una Junta de Maestros Prácticos, elegidos para ese objeto específico. El futuro buen éxito de este importante movimiento dependerá en retener este principio como una base fundamental. Los Maestros tienen derecho de demandar un examen por sus colegas. La Junta Examinadora del Estado, en Mayo, era compuesta enteramente de Maestros prácticos; las cuestiones fuéron preparadas por Maestros prácticos; los papeles fuéron examinados por Maestros prácticos; y la norma de calificacion fué determinada por Maestros prácticos.

En el examen de cien Maestros en un tiempo tan limitado no fué posible tener ninguna examinacion oral. Siempre que sea posible deben combinarse exámenes orales y por escrito. En virtud de la Ley, Diplómas del Estado, pueden solo concederse á personas que han enseñado Escuela durante tres años sucesivamente, de los cuales un año debe haber sido en este Estado. Al determinar el carácter y extension de los conocimientos que deben considerarse esenciales para asegurar el mas alto certificado en virtud de la ley, no fué considerado conveniente bajar la norma al nivel de la mediocridad. Fué considerado que la posesion de un Diplóma del Estado debe apreciarse como un honor digno de defenderse, y el cual debe dar derecho al tenedor al respeto de la comunidad y de sus colegas. Y no obstante, se tuvo que tener en consideracion, que el objeto del Diplóma del Estado era beneficiar á los Maestros de las *Escuelas Publicas*—nó á los Profesores de las altas instituciones de enseñanza. Fué la intencion de la Ley colocar la banda del honor en los Maestros que han obtenido buen éxito en la Escuela Comunal—aquellos que *fuesen Maestros bien versados* en los estudios ordinariamente cursados

en tales Escuelas. Fuè justo y propio que los clásicos, idiomas modernos, y matemáticas mixtas, no fuesen incluidas en el exámen.

Encontrar el dorado intermedio entre estos dos extremos fué un asunto de séria consideracion. Tambien parecía eminentemente justo, que la experiencia y conocimiento de un Maestro en los métodos de enseñanza, fuesen un elemento importante en el exámen; y un maximum de cien créditos fuerón concedidos para preguntas generales.

Lo que sigue es la forma del Diplóma de Educacion del Estado :

[Pabellon Nacional]	DIPLOMA DE EDUCACION DEL ESTADO.	[Pabellon Nacional.]
ESTADO DE [Sello del Estado de California.] CALIFORNIA.		
<p>La Junta de Educacion del Estado, despues de un completo y crítico exámen, de conformidad con las disposiciones de la seccion cuarenta y ocho de la Revisida Ley de Escuelas de mil ocho cientos sesenta y tres, ha encontrado _____ bien habilitado en todos respectos para la profession de la Enseñanza.</p>		
<p>Por tanto espiden este Diplóma, la que dá derecho al portador de enseñar en Escuela Pública en cualquier parte del Estado de California, sin ningun otro exámen, por el termino de seis años.</p>		
[Sello del Departamento de Instruccion Pública.]	[Firmado,] _____	<i>Sup'te de Instruccion Pública.</i>
{ Diseño—Manos agarradas rodeadas de estrellas, } bajo el moto: "La Constitucion."		
Por órden de la Junta de Examinadores del Estado.		

Este Diplóma evita la necesidad de ningun otro exámen por el periodo de seis años, y es una licencia para enseñar en cualquier distrito en California, excepto en unas cuantas ciudades incorporadas y gobernadas por una especial Junta de Educacion. Constituye la mas fuerte recomendacion oficial del tenedor á la confianza del público y á la estimacion y amistosa proteccion de los Maestros colegas. Resultará en una ayuda importante en asegurar los puestos mas importantes en las Escuelas Públicas del Estado.

Los Maestros del Estado deben de responder á esta generosa disposicion de la Legislatura esforzandose en asegurar Diplómas del Estado. Esto en derecho lo deben á la profesion que ellos deben procurar el honrar; lo deben como un deber á las Escuelas Públicas; lo deben como un deber á sí mismos con el objeto de protegerse contra los ignorantes pretenciosos.

El número total de Diplómas del Estado y Certificados concedidos durante el año es como sigue :

Certificados y Diplómas.	Hombres.	Mugeres.
Diplómas de Educacion del Estado.....	9	.....
Certificados de Primer Grado	5	6
Certificados de Segunda Grado.....	8	4
Certificados de Tercer Grado.....	15	5
	37	15
Hombres.....	.....	37
Total .....	.....	52

CERTIFICADOS DE MAESTROS DE CONDADO.

La Junta Examinadora de Condado está compuesta del Superintendente de Condado y los Sindicos que nombrase con ese objeto. Se espiden por uno y dos años certificados de Primero y Segundo Grados. Durante el año se espidieron, ciento cincuenta y nueve certificados del Primer Grado, validos por dos años; dos cientos noventa y cuatro del Segundo Grado, validos por un año; y ciento veínte y cuatro Certificados Temporarios fueron concedidos por los Superintendentes de Condado, validos hasta las sesiones regulares de la Junta de Condado. Noventa y nueve solicitantes fueron reyectados—índice que la norma de la calificacion se ha levantado un punto mas alto que anteriormente. Pero siempre que los Sindicos persistan en emplear Maestros *baratos*, y pagar á los buenos no mas que á los pobres, todos los esfuerzos para conseguir un alto grado de excelencia serán inútiles. Los Maestros que actúan en las Juntas de Condado se les concede una compensacion de cinco pesos á cada uno por cada sesion. Cuatro cientos pesos se han gastado con este objeto, ascendiendo á cosa de un peso por cada certificado espedido.

Recomiendo á las Juntas Examinadoras de Condado, que fijen una norma alta, y rígidamente lleven á efecto los exámenes como medida de proteccion en favor de los Maestros competentes, cortando de este modo á los Sindicos la posibilidad del “trabajo barato.” El Hon. Victor M. Rice, Superintendente de Nueva York, escribe lo que sigue :

“Existen miles de ineducados y mal criados jovenes en Ohio, que necesitan aprender mucho respecto á los simples principios de ortografia y lectura, quienes en cualquiera respectable Escuela Primaria se encontrarían al último de sus clases, y quienes sin embargo buscan lugares como Maestros. Ygnorantes de sí mismos y de todo lo demas, se creen habilitados para enseñar, quizás en razon de que han descubierto de que no son capaces para ninguna otra cosa.

“Y lo que es no menos deplorable, que hay padres de familia, si, Directores de Escuelas, que estan listos á emplear estos jovenes sin educacion *para enseñar* nuestras Escuelas, para dar forma y carácter á las vidas de *nuestra juventud*. Sí todos los que aspirán á ser Maestros encuentran

que les empléen—si todos los ignorantes y vulgares tienen solamente que ofrecer sus servicios para obtener puestos que requieren la mayor sabiduría, el sano juicio y el mejor cultivo, nuestras Escuelas llegarán á ser fuentes de ignorancia y destruccion moral.”

FORMULAS DE INFORMES.

Durante el año todas las fórmulas del Departamento han sido cuidadosamente revisadas. Las fórmulas para informes de Maestros, Sindicos y Empadronadores, han sido simplificadas y sistematicamente arregladas. Se ha hecho un esfuerzo para asegurar lo mejor posible los retornos de toda la informacion valiosa relativa á las Escuelas, y dispensar todo lo que no es absolutamente necesario. Los Maestros y Empadronadores estan requeridos de hacer informes por duplicado, uno al Superintendente de Condado, y una copia á los Sindicos. Los Sindicos hacen un informe al Superintendente de Condado. Anteriormente todos estos empleados estaban requeridos de presentar sus informes en adicion á estos directamente al Superintendente de Instruccion Pública. En la temprana historia del Estado, antes que se redujese al orden el sistema de las Escuelas, eran necesarios estos informes por triplicado, pero en mi opinion, el tiempo ha llegado cuando los Superintendentes de Condado deben ser capaces de hecer sus propios informes correctamente y sin descansar en el Superintendente para que examine la masa de detalles que propiamente pertenece á ellos. Ademas, los Maestros, Sindicos y empleados de Escuelas, con alguna razon, considerarán que hacer informes por triplicado como una especie de arreglo de circumlocucion del empléo, causando gasto innecesario de tiempo, papel, portes de correo, y molestias. Segun el cambio, el costo de á lo menos seis mil costosas fórmulas se ahorrarán anualmente al Estado. Los informes de Mastros y Sindicos son actualmente tan simples, que cualquier inteligente muchacho de escuela no podria dejar de llenarlos; y ninguna posible excusa, excepto negligencia voluntaria, puede ofrecerse por no hacerse los retornos propiamente. Con el objeto de manifestar el sistema del Departamento, las estadisticas requeridas de los empleados de Escuelas se presentan por completo.

INFORME DE MAESTROS DE ESCUELAS PÚBLICAS

Número completo de muchachos registrados; muchachas; número total; número proporcional; termino medio de asistencia diaria; número total de dias de asistencia; total número de dias de ausencia; total número de veces tardias; número que asiste á la Escuela entre cuatro y seis años de edad; grado de la Escuela; número de clases en la Escuela; fecha cuando tomó el Maestro el cargo de la Escuela; fecha cuando el Maestro dejó la Escuela; tiempo durante el cual el Maestro haya enseñado la misma Escuela; número de dias de Escuela durante el término ó año Escolastico; salario mensual del Maestro, alimento incluido; suma de salario recibido de cuentas de proratóo; número de volúmenes en la Biblioteca de la Escuela; si ha sido proveida de un registro de Escuelas del Estado; si ha sido proveido con la Revisada Ley de Escuelas; que diario de educacion toma el Maestro; si asistio al Instituto del Estado ó

Condado; que clase y el valor de los aparatos de la Escuela, tamaño y comodidad de la sala de Escuela; grado y fecha del Certificado del Maestro; que libros se usan, y los estudios que se cursan.

INFORME DE SINDICOS.

El informe de los Sindicos, á excepcion del "Informe de Finanzas," es hecho simplemente transcribiendo los extractos de los informes de los Maestros y Empadronadores, y es muy facil y prontamente hecho, si esos informes son correctamente hechos en debido tiempo. Lo que sigue es la fórmula del informe:

"Informe de Sindicos de Escuelas de ——— Distrito, No. —, al Superintendente de las Escuelas Públicas del Condado de ———, de Setiembre 1°, 186—, hasta Agosto 31°, 186—, inclusive. *Informe de Finanzas:* Suma del Fondo de Escuelas recibido del Estado; suma de dinero de Escuelas recibida de contribuciones de Condado; suma recaudada por contribucion de distrito; suma recibida del Fondo de Escuelas de la Demarcacion; suma recaudada de cuentas prorateadas ó suscripcion; total de entradas de toda clase de origen para uso de las Escuelas; suma pagada por los salarios de los Maestros; suma gastada en solares, fábricas, reparaciones, y muebles de Escuelas; suma gastada en Libros de Escuelas; suma gastada en aparatos de Escuelas; suma gastada en renta, combustible, y gastos eventuales; total de gastos para el uso de Escuelas; valuacion de casas y muebles de Escuelas; valuacion de Bibliotecas de Escuelas; valuacion de aparatos de Escuelas; total valuacion de la propiedad de Escuelas."

REGISTROS DE ESCUELAS.

La seccion seis, de la Revisada Ley de Escuelas, autorizó al Superintendente de Instruccion Pública preparar una fórmula conveniente de Registros de Escuelas con el objeto de asegurar retornos mas exactos de los Maestros. En diez dias despues de haber tomado efecto la Ley de Escuelas, los Registros estaban caminando á las salas de Escuelas donde tanto se necesitaban. La fórmula mas barata y simple fue adoptada para estos Registros, mirando que muchos Maestros habiendo estado acostumbrados á llevar sus registros en hojas sueltas de papel, ó "en sus cabazas," encontrarían dificultoso manejar un sistema complejo de llevar Libros de Escuela. Una edicion de mil doscientas copias fue espedida por el Impresor del Estado, en número suficiente para suplir las Escuelas por cuatro años.

No puede cuestionarse la economía en proporcionar tales libros de registro á costa del Estado. El Superintendente del Estado de Nueva York, el Señor Van Dyck, dijo al encomendar la medida á la atencion de la Legislatura:

"Si pudiese suministrar á cada Distrito con un Registro de Escuelas, bien encuadernado, propiamente reglado, y dividido de manera de manifestar el nombre y edad de cada púpilo, el tiempo de su entrada á la Escuela, y cada dia de asistencia durante la semana, mes, y término, imponiendo poco trabajo al Maestro, y quitando toda excusa de inexactitud, y al mismo tiempo que formará un continuo registro de la Escuela por años subsecuentes, constituiría, la mayor dadiva que pueda á este tiempo conferirse á nuestras Escuelas Comunes. De ningun otro modo pueden aclararse tan bien los deberes de los Sindicos; de ningun otro modo

puede tan fácil removerse la continua disencion y litigio en los distritos, como con la adopción de la medida propuesta. Con un permanente registro delante de ellos, los Sinnicos no encontrarán dificultad para hacer la justa distribución de las cuentas de prorató; y al fin del año puede hacerse un traslado de la asistencia en todos respectos seguro, como un asunto de información general y una indicación de como se aprovechan nuestros ciudadanos de los privilegios de educación proveidos por el Estado."

El registro es en forma de libro en cuarto pequeño, de cien páginas, designado para el uso de las Escuelas pequeñas, de cuatro á seis años; en las mayores de dos á cuatro años. La página al lado izquierdo esta reglada para un "Registro de Asistencia," con espacio para el nombre y edad de los pupilos; la página del lado derecho es designada para un "Registro de Recitaciones y Comportamiento."

El Registro requiere una adición mensual, presentando el "Respectivo Numero proporcional," el "Termino medio de Asistencia diaria," y el "Tanto por ciento de asistencia." Al fin de cada término el Maestro está requerido de hacer el siguiente informe para el uso de los Sindicos, sobre una página reglada para ese objeto en el Registro: "Total número de niños empadronados; total número de niñas empadronadas; total número de pupilos empadronados; respectivo número proporcional; término medio de asistencia diaria; tanto por ciento de asistencia; número de pupilos menores de seis años de edad; número de pupilos entre seis y diez y ocho años de edad; número de pupilos entre diez y ocho y veinte y un años; extensión del término en meses y días; salario del Maestro por mes, incluso subsistencia; periodo de tiempo dedicado á la enseñanza de la misma Escuela; grado y fecha del certificado del Maestro; número de clases en la Escuela; número de visitas hechas por el Superintendente de Condado; número de visitas por Sindicos de Escuelas; número de visitas hechas por otras personas.

Al fin del año el Registro requiere lo siguiente:

EXTRACTO DE SUMARIOS MENSUALES.

Por el término ó año de Escuela que principia — 186 —, y finaliza —.

NOMBRE ó NUMERO DEL MES.	Número de Pupilos existentes.....	Número de Pupilos empadronados.....	Tanto por ciento de Asistencia.....	Término medio de Asistencia Diaria...	Término medio del número respectivo...	Número total de empadronados.....	Número total de Tartanaz.....	Número total de niñas de Asencia.....	Número total de días de Asistencia.....

Para precaver contra la posibilidad de no comprender bien el método

del Registro, se ha insertado una página modelo, llenada con los nombres y registros, á la cual está adjunto lo siguiente

“ INSTRUCCIONES PARA MAESTROS.

“ Este Registro es suministrado á cada Distrito de Escuela en el Estado, de conformidad con la siguiente seccion de la Revisada Ley de Escuelas.

“ ‘ SEC. 6. El Superintendente de Instruccion Publica * * * preparará una forma conveniente de Registro de Escuelas, con el objeto de asegurar retornos mas exactos de los Maestros de las Escuelas Públicas, y suministrará á cada Superintendente de Condado un número suficiente para proporcionar á lo menos una copia de ellos á cada distrito de Escuelas de tal condado.’

“ La seccion treinta y cinco de la Ley de Escuela dispone lo siguiente :

“ ‘ SEC. 35. Todos los Maestros de las Escuelas Públicas llevarán un registro de todos los discipulos que asistan á dicha Escuela, sus edades, asistencia diaria, y tiempo de duracion de la Escuela, y tales otras estadísticas que fuesen requeridas por el Superintendente de Instruccion Pública, y entregará el dicho registro al fin de su término del empléo á los Sindicos de las Escuelas de sus distritos.’

“ Es muy importante que este Registro sea cuidadoso y exactamente llevado. La página al lado izquierdo está reglada para llevar un registro de asistencia diaria. La forma conveniente para llevar este registro es como sigue : Denotese la asistencia dejando un espacio en blanco ; la ausencia por medio de un ángulo agudo, ó V ; la tardanza por una linea oblicua inclinada á la izquierda, cuya marca completada, si es que el discipulo no entra durante el dia, formará la V, y denotará ausencia. Medio dia de ausencia será considerado como tardanza ; y marcharse antes de que acabe la Escuela será denotado por una linea oblicua inclinada á la izquierda, de este modo /, y se contará en el sumario como tardanza. La página al lado derecho está reglada para un Registro de Recitaciones y Comportamiento para comodidad de Maestros que desearan usarla.

Semejantes registros son llevados en todas las mejores Escuelas en los Estados Unidos, y todos los Maestros estan requeridos de usarlos, siempre que fuese practicable.

“ Lo siguiente es un método conveniente para llevar este registro : Denótese una perfecta recitacion por 3 créditos, una regular por 2 créditos, y una mala por 0. El púpilo que recite cuatro recitaciones perfectas durante el dia, tendrá derecho á 12 créditos en la columna de ese dia. El comportamiento perfecto se indica por 5 créditos, y cualquier violacion de las reglas del órden, tal como cuchichéo, hará perder al púpilo uno ó mas créditos. El discipulo cuyo comportamiento sea perfecto recibirá al fin del mes 100 créditos.

“ Los puntos mas importantes que deben ser determinados por el Registro son como sigue : 1°—El total número empadronado ; 2°—respectivo número proporcional ; 3°—Término medio de asistencia diaria ; 4°—*Tanto por ciento de asistencia.* Con el objeto de evitar cualquier posibilidad de errarse en el método de llevar el Registro, en la primera

página se ha llenado é impreso el registro de un mes. El total número empadronado en este registro, es 25. Para encontrar el número proporcional perteneciente á la Escuela durante el mes, agreguese el total de los dias de asistencia al total de los dias de ausencia, y dividase por el número de dias de escuelas en el mes de esta manera: $380+62=442$. $442\div20=22\frac{1}{10}$, respectivo número proporcional. Para encontrar el término medio de asistencia diaria, dividase el total de los dias de asistencia por el número de dias de escuela en el mes, de esta manera: $380\div23=19$, término medio de asistencia diaria. Para encontrar el tanto por ciento, dividase el total de los dias de asistencia por la suma del total de dias de asistencia y el total de los dias de ausencia, de esta manera: $380+(380+62)=380\div442=86$ ó cerca de 86, por ciento. O, dividase el término medio de asistencia diaria por el respectivo número proporcional, de esta manera: $19\div22\frac{1}{10}=86$; el mismo resultado que antes.

“Este sumario mensual debe trasladarse á una tabla reglada con ese objeto, al fin del Registro, y del total de los sumarios mensuales facilmente puede hacerse el informe anual.

“El Maestro debe trasladar los nombres de los discipulos al fin de cada cuatro semanas. Cuando un pupilo esté ausente por toda una semana, al hacerse el informe, se le debe considerar borrado de la lista, y se le debe asentar de nuevo escribiendo la letra E. frente á su nombre, despues de la semana de ausencia. Si un púpilo al entrar á la Escuela, solo asiste una semana, y se ausenta dos semanas, y volviere á asistir otra semana, se le considerará pertenecer diez dias á la Escuela, y no se marcaran contra estos las ausencias que hubiesen tenido lugar.

“En tales casos, preciso es adoptar alguna regla, y en los Registros de las Escuelas del Este, se adopta la regla arriba expresada. La página en blanco para el informe del Maestro al fin de cada término ó año escolastico, debe llenarse exactitud para el uso de los Sindicos de Escuelas.

“Los Maestros pueden adoptar otros métodos de llevar el Registro, si lo prefieren, con tal que correctamente lleguen á los resultados que se deséen obtener. Este registro costará mas cuidado y trabajo que los indefinidos trabajos que á menudo se llevan; pero los Maestros tendrán entendido que las estadísticas de Escuelas, para que sean de algun valor, deben ser absolutamente exactas y correctas.

“*Departamento de Instruccion Pública, Junio 1º, 1863.*”

LIBRO DE ÓRDENES DE SINDICOS DE ESCUELAS.

Los Sindicos de Escuelas estan requeridos por ley de certificar al Superintendente de Condado la suma debida á Maestros por salarios, y debida á otras personas por aparatos, incidentales, y gastos eventuales. Segun puede imaginarse, tales certificados ó comprobantes de deudas fueron mandados á los Superintendentes de Condado en formas muy curiosas, que no estaban asentados en ninguno de los libros, y muchos de los Sindicos no llevaban ninguna clase de cuenta, produciendo innumerables dificultades, y grandes diferencias en los informes anuales.

Para remediar estos males, facilitar negocios, y obligar á los Sindicos á llevar un registro de finanzas, un “Libro de órdenes de Sindicos sobre Superintendentes de Condado,” fue publicado por el Departamento de Instruccion y suministrado á cada Junta de Sindicos.

Está designado á lo menos para seis años de uso, y proporcionará una

completa cuenta del desembolso de los fondos durante aquel periodo. La forma es como sigue :

ORDEN SOBRE EL SUPERINTENDENTE DE CONDADO DE INSTRUCCION PUBLICA.	
No. ....	..... 186...
EL SUPERINTENDENTE DE ESCUELAS PUBLICAS DE CONDADO	
Del Condado de girará un libramiento sobre el Tesorero de Condado, pagadero del Fondo de Escuelas Públicas por Pesos en favor de ó órden, á cuenta de durante el presente año Escolastico, en el Distrito de Escuelas.	
.....	
\$.....	Sindicos de Escuelas del Distrito de

JURAMENTO DE LEALTAD.

Por una ley de la Legislatura, aprobada el veinte y siete de Abril de mil ocho cientos sesenta y tres, todos los Maestros de Escuelas Públicas fueron requeridos de prestar el siguiente juramento de lealtad :

“ Solemnemente juro (ó afirmo, segun fuese el caso) que fielmente sostendré, protegeré, y defenderé la Constitucion y Gobierno de los Estados Unidos contra todos los enemigos, ya sean nacionales ó extranjeros, que siempre tendré verdadera fé, obediencia y lealtad á la dicha Constitucion y Gobierno, y que con toda mi capacidad, enseñaré á los que esten bajo mi cargo, á amar, reverenciar, y sostener dicho Gobierno y Constitucion, no obstante lo contrario de cualquier ley ú ordenanza de cualquiera Convencion del Estado, ó Legislatura, ó cualquier reglamento ú obligacion de cualquiera sociedad ó asociacion, ó cualquiera decreto ú órden sea de la naturaleza que fuese ; y ademas que hago esto, sin ninguna clase de reservacion ó evasion mental ; y ademas juro (ó afirmo, segun sea el caso) que sostendré la Constitution del Estado de California.”

Esta ley ha sido estrictamente llevada á efecto por todo el Estado. Algunos ocho ó diez Maestros cuyos servicios el Departamento pudo bien dispensar, hicieron demision de su empléo en preferencia de prestar el juramento. Algunos cuantos Maestros se tragaron el juramento, aunque sin embargo retienen su antiguo amor por la rebelion y separacion : pero el juramento ha sellado sus labios contra toda descarada enseñanza de deslealtad. Las Escuelas deben ser los planteles de patriotismo, y ninguno de los Maestros, adolecidos en su sosten del Gobierno, no se les debe permitir ocupar lugar en ellas ní por un solo dia. El emplear Maestros que sacrifican sus principios por sus intereses, solo puede evitarse asegurando el nombramiento de Sindicos de escuelas completamente leales.

Se han recibido en este Departamento quejas de varios Condados, que

los Sindicos han tenido las Escuelas cerradas por no emplear á ningun Maestro "que deseaba prestar el juramento dispuesto por ley." Las Escuelas Públicas en Visalia han estado cerradas por este motivo durante los últimos cuatro meses.

El Superintendente del Condado de Mendocino, escribe lo siguiente.

"Un número de distritos completamente se han negado cumplir con la ley que requiere que los Sindicos tomen el juramento de lealtad. Los Sindicos del Distrito de Ukiah, positivamente se negaron á emplear ningun Maestro que estaba pronto á prestar el juramento. Este distrito, es quizas de mas consecuencia que ningun otro en el Condado, pues existen mas Escuelas en el, y residen todas tan juntas, que bien pudiera sostenerse una Escuela todo el año, si los ciudadanos tuviesen la cooperacion de los Sindicos.

"Los Sindicos de Long Valley, tambien se han negado á conceder á su Maestro de prestar el juramento, y han permitido que sus fondos permanezcan en la Tesorería; el Distrito de Count está en el mismo estado, y el Maestro no ha presentado ningun informe.

"Seguramente, si se mantiene este estado de cosas otro año mas se desorganizarán todos los distritos pues habrán perdido todo derecho á los fondos públicos. Del espiritu de deslealtad que les induce á colocarse en esta actitud, no puedo expresarme en términos tan severos como lo merecen. En el Distrito de Ukiah, mas de la mitad de los discipulos que asisten á las Escuelas Públicas son niños de padres leales, pero los *votantes* nos exceden en número, asi es que es imposible elegir Sindicos que desempeñen su deber. Siento decir que tenemos un gran elemento en nuestra poblacion en este condado que tiene muy poca ambicion para mejorar ó aun sostener nuestro actual sistema de Escuelas. Por lo que he dicho antes puede V. comprender que estan determinados á no elegir á ninguno de Sindicos sino á los mas consumados Separatistas. Ademas siento decir, que nuestra Junta de Supervisores en gran parte participan de este sentimiento de falta de voluntad para sostener el sistema de Escuelas.

De consiguiente recomiendo á la Legislatura, que se decrete una Ley inhabilitando para el empleo á todo Sindico que se rehusa cumplir con la ley que requiere que solo se empléen Maestros leales. Semejante ley indudablemente pondría fuera del empleo á un gran número de Sindicos, mas sus lugares pueden ser mejor ocupados, y los actuales males deben remediarse á cualquiera costo. Si los Separatistas desean sacrificarse ellos mismos, ésta no es una razon para que roben el pan intelectual de las bocas de sus niños cerrando las Escuelas.

ESCUELA NORMAL DEL ESTADO.

En virtud de una Ley de la Legislatura, dada en Mayo de mil ocho cientos sesenta y dos, se abrio esta institucion el veinte y tres de Julio, en un pequeño salon en los bajos de la Escuela de Alto Grado en San Francisco, principiando su primer término con solo seis púpi-los. Después de un corto tiempo fue traslabada á unos salones mas grandes en la calle Cuarta, cerca de la Mision, y dos clases modelos fueron organizadas en conexion con élla. El primer año de la Escuela se cerró en el catorce

de Mayo, de mil ocho cientos sesenta y tres, con un exámen dirigido por una comision de la Junta de Sindicos. Cuatro de los estudiantes se graduaron y recibieron sus respectivas Diplómas, todos los cuales estan actualmente enseñando con buen éxito. La Escuela fue dirigida durante su primer año á un costo de cuatro mil dos cientos pesos, (\$4,200,) en certificados del Estado, equivalente á dos mil ocho cientos pesos (\$2,800) al contado. Su eficiencia fue alterada por dos serios eventos—falta de dinero, y falta de un edificio conveniente. Recientemente ha sido mudada á una casa en la esquina de las Calles de Post y Kearney, algo mejor que la anterior, pero de ningun modo adaptada á las necesidades de una semejante institucion. La renta del edificio y los salarios de los Maestros de las clases modelos son pagados por la Ciudad de San Francisco.

Sin este fomento liberal de parte de la Junta de Educacion, la institucion necesariamente no hubiera dado buen éxito. La Escuela tiene actualmente cincuenta miembros. Comprende tres clases modelos, y muy pronto se organizarán tres mas. En estas clases los púpi los de la Escuela Normal estan requeridos de aprender los detalles prácticos del deber en la Escuela bajo la direccion de Maestros familiares con los métodos mas aprobados de instruccion moderna de Escuelas. La Escuela Normal del Estado está destinada á ser una de las Instituciones de educacion mas activa en el Estado; y de manera que pueda colocarse bajo una base sólida, será necesario que se haga una asignacion de ocho mil pesos' (\$8,000) para el décimo sexto año emergente. Esto solo será la mitad de la suma anualmente gastada en la Escuela Correccional del Estado, por instruir un número proporcional de menos de veinte reclusos; y no es acaso la instruccion de cincuenta Maestros, que pronto estarán en estado de tomar á su cargo cincuenta Escuelas, enseñando dos mil discipulos, casi tan importante al Estado?

Las ventajas que resultan á las Escuelas Públicas del Estado, en razon de una Escuela Normal, son tan manifiestas que parece que no es necesario ningun argumento para comprobarlo. Las liberales asignaciones hechas en los Estados antiguos para tales instituciones, presentan pruebas concluyentes de su utilidad.

La primera Escuela Normal en los Estados Unidos fue establecida en Lexington, Massachusetts, en mil ochocientos treinta y nueve, y se abrio con tres estúdiantes. Massachusetts tiene actualmente cuatro Escuelas Normales—en Framingham, Bridgewater, Westfield, y Salem. El número total de estudiantes que tenian conexion con estas Escuelas, hasta Diciembre de mil ocho cientos sesenta y uno, ascendia á cuatro mil ocho cientos treinta, de los cuales se graduaron dos mil ochenta y cuatro. La suma total gastada por el Estado para el sosten de estas instituciones desde su primera organizacion, fue ciento ochenta y cinco mil pesos, (\$185,000); y la inversion total, incluyendo donaciones hechas por individuos, ascendia á dos cientos noventa y cuatro mil pesos (\$294,000). El superior estado en que se encuentran las Escuelas Públicas de Massachusetts es debido, en gran parte á este gasto juicioso y eminentemente sabio. Ha facilitado al Estado un cuerpo de Maestros bien instruidos, á quienes se les paga en proporcion salarios mas altos que en ningun otro Estado. Massachusetts puede pagar á buenos Maestros buenos salarios, porque no desperdicia su dinero en Maestros incompetentes. Sus gastos anuales para todos los objetos de educacion ascienden á mas de tres millones de pesos; su economía consiste en emplear Maestros hábiles.

El informe de la Junta de Educacion de mil ocho cientos sesenta y dos, se expresa en estos términos:

“Por conducto de las Escuelas Normales mas que por ningun otro medio, la Junta ha podido facilitar una influencia sobre las Escuelas Comunales.”

El informe de la Junta de mil ocho cientos sesenta y tres, dice como sigue :

“Las Escuelas Normales estan desempeñando su obra con su usual eficacia y buen éxito. Los principales en todas estas Escuelas son hombres de probada experiencia, sano juicio, y poseidos de excelentes cualidades para su obra. Sus muchos años de buen éxito, y el gran número de excelentes Maestros que han preparado para el servicio, son sus mejores pruebas. El número de pupilos que asisten al presente no es tan crecido como el del año anterior; pero la reduccion principalmente ha sido debida, á la partida de los jovenes para la guerra. Tres cuartas partes del número total de los jovenes en la Escuela Normal en Westfield, durante el año, estan actualmente en el ejercito. Casi la misma proporcion estan ausentes de la Escuela de Bridgwater, tambien por la misma razon.”

El Secretario de la Junta observa :

“El hecho de que nuestras Escuelas Públicas comprenden mas de cuatro mil quinientos, y estan dando empléo á mas de siete mil Maestros, mientras que las Escuelas Normales solo provéen un poco mas de cien anualmente, es concluyente contra cualquier reduccion de su número ó de su fuerza, y presenta abundantes razones para que se les concedan medios mas liberales. con el fin de que teniendo mayores facilidades, altos y mas extensos cursos de estudios y direccion mental, puedan proporcionar Maestros en mayor número y de un grado mas alto, para atender al constante aumento de necesidades de la comunidad.”

La Escuela Normal del Estado de Nueva York fue establecida en Albany en el año de mil ocho cientos cuarenta y cuatro, en clase de experimento por cinco años, y ha dado tan buen éxito que nunca se ha cuestionado la política de sostenerla. El número total de estudiantes que ha asistido desde que fue establecida asciende á tres mil ocho cientos cincuenta y cuatro, de los cuales se han graduado mil tres cientos trece. El número total que asistio durante el año de mil ocho cientos sesenta y dos, ascendio á dos cientos noventa y tres. En conexion con la Escuela se encuentra una Escuela Modelo ó Experimental, en la cual instruyen á los pupilos Maestros. Con el objeto de ilustrar el método de Enseñanza por medio de objetos visibles, en el año de mil ocho cientos sesenta y uno se establecio una Escuela Primaria de Modelo. El edificio de la Escuela Normal fue erigido por el Estado á un costo de veinte y cinco mil pesos (\$25,000.)

El Superintendente de Instruccion Pública, el Hon. Victor M. Rice, dice en su último informe de mil ocho cientos sesenta y tres :

“Los graduados y no graduados estan representados por empleados de Escuelas locales no solamente en las Escuelas que estan empleados, pero como trabajadores celosos, comunicando sus conocimientos de los modos propios de instruccion á sus asociados en los Institutos y Asociaciones de Maestros, quienes á su turno lo aplican á las Escuelas bajo su cargo, y de esta manera se difunde la influencia de esta Escuela.

“En cualesquier parte donde se han establecido y fomentado instituciones de este carácter, sus frutos son tan visibles y útiles que no es preciso encomendarlos; y se sugiere á la Legislatura que otras Escuelas Normales podrian establecerse en localidades cuyos habitantes animados de ese interes público proporcionasen á su propio costo los necesarios solares y edificios; y que sin embargo de la eficacia de una Escuela semejante, no puede esperarse que sea suficiente para atender á las demandas de un Estado que requiere el que anualmente se empléen mas de veinte mil Maestros.”

La Escuela Normal del Estado de Connecticut, situada en “New Britain,” fue establecida en el año de mil ocho cientos cincuenta, y en élla se han graduado hasta la fecha actual ciento sesenta y ocho Maestros. Agregada á ella se encuentra una Escuela Modelo.

La Escuela Normal de Rhode Island, situada en Bristol, fue establecida en Providence en el año de mil ocho cientos cincuenta y cuatro.

La Escuela Normal del Estado de New Jersey fue organizada en Trenton en el año de mil ocho cientos cincuenta y cinco, sostenida por una asignacion anual de diez mil pesos (\$10,000.) Tiene un Departamento de Escuela Modelo y en concesion con élla se encuentra la Escuela Preparatoria de Farnum en Beverly, fundada por el finado Paul Farnum quien erigio los edificios á un costo de treinta mil pesos, (\$30,000) y ademas le hizo un donativo de veinte mil pesos (\$20,000.) El total número de graduados, hasta Enero de mil ocho cientos sesenta y dos, ascendía á ciento cincuenta y ocho, de los cuales ciento quince estaban enseñando en aquella época. Durante el año de mil ocho cientos sesenta y dos se agregó á la Escuela un Departamento para instruccion militar. En mil ocho cientos sesenta y uno se organizó un departamento para enseñanza por medio de “Objetos Visibles.”

La Legislatura de Pennsylvania, en el año de mil ocho cientos cincuenta y siete, decretó una ley dividiendo el Estado en doce Distritos de Escuelas Normales, y fue dispuesto que por medio de suscripcion particular se estableciese en cada uno de ellos una Escuela Normal. Las Escuelas establecidas en Millersville y Edenboro reciben anualmente una asignacion hecha por el Estado de cinco mil pesos (\$5,000.) El costo de fábricas, terrenos, etc., de la Escuela en Millersville, ascendio á sesenta mil pesos (\$60,000,) y el gasto anual es de quince mil pesos (\$15,000.) El número de pupilos en mil ocho cientos sesenta y uno ascendía á dos cientos, educados á un costo de ciento cuarenta y seis pesos (\$146) por año.

La Escuela de Alto Grado para niñas, en Filadelfia, tiene un Departamento Normal y una Escuela de práctica para los Maestros pupilos.

Ohio no tiene institucion de Estado, pero tiene dos Escuelas Normales, bien dotadas con dádivas particulares.

La Escuela Normal del Estado de Michigan, de Ipsilanti, fundada el año de mil ocho cientos cincuenta y dos, comprendiendo tres cientos estudiantes, tiene un departamento práctico, y es manejada con un costo anual de once mil pesos (\$11,000.)

En Iowa, la Escuela Normal es un departamento de la Universidad del Estado en la Ciudad de Iowa.

La Escuela Normal del Estado de Minnesota, en Winona, recibe del Estado una asignacion anual de dos mil pesos (\$2,000,) y se celebra en un edificio erigido por el Estado á un costo de cinco mil pesos (\$5,000.)

La Universidad Normal del Estado de Illinois, en Bloomfield, fue establecida en el año de mil ocho cientos cincuenta y siete. El edificio es uno de los mejores de su clase en los Estados Unidos, y fue erigido á un costo,

incluyendo mejoras, de ciento ochenta y dos mil pesos (\$182,000.) Desde que fue organizada mas de seis cientos pupilos han asistido á ellas. En el año de mil ocho cientos sesenta y dos, el número de pupilos en la Escuela Normal ascendía á ciento treinta y ocho, en el Departamento de la Escuela de Grámatica y de Modelo, ciento nueve, en la Intermedia y Primaria cuarenta y cuatro, haciendo un total de dos cientos noventa y uno.

Richard Edwards, el Principal, al fin de su hábil informe, dice :

“Estas son las préeminentes Escuelas del pueblo. Sostener una Escuela Normal á expensas del Estado, es usar una porcion de los fondos públicos para el beneficio directo de todo ciudadano. Los Maestros que se educan en éllas se dirijen á los mas remotos y retirados distritos de Escuelas. Todo hombre pobre que tiene un niño que educar, por la influencia de una Escuela semejante, tiene la oportunidad de que se eduque á su niño en la misma igualdad, respecto á cultura é intelijencia, que la de su rico vecino. Su efecto natural, mejorando las cualidades de los Maestros de Escuelas Públicas, es hacer que estas Escuelas sean tan buenas como las mejores, y proporcionar al niño mas pobre una educacion tan útil y completa como la que el mas rico pueda comprar con el dinero.”

Cuando otros Estados comprenden que las Escuelas Normales es una parte indispensable del sistema de las Escuelas Comunes, ¿faltará California de sostener una?

El Estado ha construido un Edificio para una Escuela Correccional á un costo de setenta y cinco mil pesos (\$75,000) ; ¿debe acaso vacilar para hacer una asignacion de ocho mil pesos (8,000) para reformer los métodos de instruccion y economizar el trabajo consiguiente á las salas de Escuelas? Deberán invertirse cien mil pesos (\$100,000), para construir edificios para la educacion de cincuenta ó sesenta Sordos, Mudos, y Ciegos, y no asignarse nada para facilitar Maestros que dirijan á miles de niños en el uso completo de todas sus facultades?

Si dirigimos nuestra vista al antiguo hemisferio encontramos que las Escuelas Normales son tenidas en mas alta reputacion que en nuestro propio pais. Prusia tiene quinientas de éllas ; Alemania y Francia estan llenas de éllas, y en la mayor parte de las Escuelas Nacionales de Europa la direccion normal es un requisito indispensable para el Maestro.

Horace Mann, “Al revér un periodo de seis semanas,” dijo, “la mayor parte lo he pasado en visitar Escuelas al norte y al mediodia de Prusia y Sajonia, (por cierto exceptuando, el tiempo ocupado en ir de lugar á lugar,) entrando á las Escuelas para oir la primera recitacion en la mañana, quedandome hasta que se completaba la última en la noche, me fijé en tres cosas sobre las que no puedo equivocarme. En algunas de mis opiniones é inferencias, puede ser que haya errado, pero de los siguientes hechos no puede haber ninguna duda :

“*Primero*—Durante todo este tiempo nunca vi á ningun Maestro oir alguna leccion de ninguna clase (exceptuando la leccion de lectura ó de letréo) con un libro en su mano.

“*Segundo*—Nunca vi á ningun Maestro sentado cuando se recitaba alguna leccion.

“*Tercero*—Aunque vi centenares de Escuelas, y creo que puedo decir miles de pupilos—nunca vi á ningún niño sufrir ningun castigo, ó acusado por mala conducta. Nunca vi llorar á ningun niño por haber sido castigado, ó por temor de ser castigado.

“Durante el antedicho periodo, presencie ejercicios en geografia, anti-

gua y moderna en el idioma Aleman—desde la explicacion de las palabras mas simples hasta las disquisiciones de las *bellas letras*, con reglas para hablar y escribir; en aritmética, algebra, geometría, agrimensura, y trigonometría; en teneduría de libros; en historia natural, antigua y moderna; en filosofía natural; en botánica, y zoología; en mineralogía, con centenares de muestras; en la infinita variedad de los ejercicios del raciocinio, conocimiento de la naturaleza, del mundo, y de la sociedad; en la historia de la Biblia; y como dije antes, en ninguno de estos casos he visto á ningun Maestro con un libro en su mano. Su libro—sus libros—su biblioteca—se hallaba en su cabeza—Prontamente—sin pausa, sin vacilacion—de los ricos recursos de su propia mente, alimentaban siempre que la ocasion lo demandaba.

“He dicho que nunca he visto á ningun Maestro *sentado* en su Escuela. Ancianos ó jóvenes todos estaban parados. Ni tampoco estaban parados aparte con dignidad taciturna. Se mezclaban con sus pùpilos, pasando rápidamente de un lado á otro de la clase, animando, estimulando, simpatizando, derramando el bálsamo de la vida á las naturalezas menos activas, alentando al tímido, y distribuyendo animacion y regocijo á todos.

“Ademas, puedo añadir, que á todos los Maestros que visité los encontré dedicados en objetos de mejoras. Tenian bibliotecas de las obras principales sobre la educacion—de cuyas obras existe un número tan grande en el idioma Aleman. Todo libro nuevo que prometía algo era buscado con ahinco, y regularmente encontraba los periodicos sobre educacion del dia sobre las mesas de los Maestros.

“La extensa clase y alto grado de instruccion de que goza la juventud Alemana, y estas nobles cualidades de parte de los instructores, son el resultado natural y légitimo de sus Seminarios para Maestros. Sin el último el primero nunca hubiera sido otra casa mas que un efecto sin su causa.”

“En cualesquiera parte en que se han establecido Escuelas Normales,” dice el Hon. Edgarton Ryerson, Gefe Superintendente de Instruccion Pública del Alto Canada,” se ha encontrado hasta ahora, que la demanda de Maestros propiamente instruidos ha sido mayor que los que han podido facilitar las Escuelas Normales. Lo mismo sucede en los Estados Unidos; hasta la actualidad acontece lo mismo en Francia; en Inglaterra, Irlanda, y Escocia es mas urgente y dolorosa. Me fue dicho por los Maestros Principales de las Grandes Escuelas Normales en Londres, en Dublin, en Glasgow, y en Edinburgh, que era tal la demanda de pùpilos de las Escuelas Normales para Maestros, que en muchos casos les fue imposible retenerlos en la Escuela Normal durante el curso prescripto—aun cuando estaba limitado á un año.”

El distinguido M. Guizot, repetidas veces Ministro de Instruccion Pública en Francia, cuando introdujo la ley de instruccion primaria en la Cámara de los Diputados de Francia, en el año de mil ocho cientos treinta y tres, dijo:

“Todas las disposiciones hasta ahora mencionadas, *serian de ningun efecto*, si no nos esforzamos en procurar para la Escuela Pública asi constituida, un competente Maestro, y digno de la alta mision de instruir al pueblo. No puede repetirse demasiado, que *el Maestro es quien hace la Escuela*. Para constuir un buen Maestro, debe ser una persona que sepa mas de lo que vá á enseñar, que enseñe con intelijencia y con gusto; tiene que vivir en una humilde esfera, y sin embargo preciso es que *tenga noble y elevado espiritu*, para poder conservar esa dignidad men-

tal y de comportamiento, sin la cual nunca podría ganarse el respecto y confianza de las familias; que poséa una mezcla rara de dulzara y firmeza; pues por muy inferior que sea en condicion, á muchos individuos de los *Comunes*, no debe ser de ninguno el sirviente obsequioso; un hombre que no ignore sus derechos, pero que piensa mas de sus deberes; manifestando á todos un buen ejemplo, y sirviendo á todos como concejero; que no desée cambiar su condicion, y que esté satisfecho de su ocupacion, porque le facilita el hacer bien; y el que se ha decidido á vivir y morir al servicio de la Instruccion Primaria, para él es el servicio de Dios y de sus criaturas. Instruir Maestros que se aproximen á tal modelo es por cierto una obra dificil, y no obstante *debemos salir de ella con buen éxito, ó no hemos hecho nada por la instruccion elementaria.*"

Cuando la experiencia de otras naciones y de otros Estados prueban la necesidad de que el Estado sostenga Escuelas Normales; cuando el testimonio de todos los instructores distinguidos prueban las ventajas resultadas de ellas, no puede cuestionarse el curso que debe seguir California. Despues de haber extensamente viajado por el Estado, me he convencido mas que nunca de la necesidad de mandar Maestros de la Escuela Normal como misionarios á todas partes del Estado. Importa muy poco cuantos fondos pueden recaudarse para el uso de las Escuelas, ó cuan perfecto pueda organizarse el Departamento de Instruccion Pública, si es que el incubu de un cuerpo de Maestros indisciplinados é incompetentes se permite que continúe agobiando á las Escuelas. El dinero público será desperdiciado, y los niños crecerán á medias instruidos y á medias enseñados. Que me sea permitido otra vez, recomendar con abinco á la Legislatura, de hacer una asignacion liberal para el sosten de una Escuela Normal del Estado.

EL MAESTRO DE CALIFORNIA.

Entre los benéficos resultados del Instituto del Estado, no es por cierto de menos importancia haberse planteado un Diario de la Educacion del Estado como el órgano profesional de los Maestros del Estado, y el órgano oficial del Superintendente del Estado.

El asunto fue tomado con el ardor característico de los Maestros de California, y el diario al momento llegó á ser un hecho consumado. Tres cientos pesos (\$300) en suscripciones de á diez pesos (\$10) fueron asegurados como un fondo de reserva, y tres cientos pesos en suscripciones de á un peso fueron tomadas por los miembros del Instituto.

Este diario fue colocado en manos de una Junta de Editores, consistiendo del Profesor Swezy, George Tait, y el Superintendente de Instruccion Pública. El primer número fue espedido el día primero de Julio de mil ocho cientos sesenta y tres, impreso por Towne y Bacon en forma de octavo de veinte y cuatro páginas. Hasta aqui se puede comparar favorablemente con los diarios de educacion de los Estados del Este. Se suministra al bajo precio de un peso por año. La lista de suscripcion contiene actualmente seis cientos cincuenta.

El gasto anual del *Maestro*, en su forma presente, será de mil dos cien-

tos (\$1,200) á mil cuatro cientos pesos (\$1,400.) Anuncios hasta la suma de seis cientos pesos (\$600) se han asegurado debido á la liberalidad de H. H. Bancroft y Ca., de San Francisco, y de casas publicadoras del Este, de esta manera el diario está colocado bajo la base al contado durante el primer año. Debería estar en manos de cada Maestro en el Estado. Cualquier Maestro que no tuviese suficiente orgullo profesional para ayudar en sostener la dicha publicacion, debería anularsele su certificado al instante.

Siento decirlo, pero el salario de un número bastante respetable de Superintendentes de Condado es tan bajo que no han podido todavia pagar la pequeña suscripcion de *un peso* (\$1) al año por una sola copia del *Maestro*.

Y el *Maestro* no solo debe ser tomado por Superintendentes de Condado, y Maestros pero tambien debe ser leído por cada Sindico de Escuelas en el Estado.

Pero los Sindicos de Escuelas no reciben paga por sus servicios. Ellos asumen los deberes del empléo como un cargo oneroso y por el cual no reciben gracias ningunas, y de consiguiente apenas se puede esperar que tomen un diario de educacion á su propio costo. Los Sindicos de Escuelas son realmente los mas importantes oficiales ejecutivos del Departamento de Escuelas. Ellos avalúan las contribuciones de distrito, fabrican casas de Escuelas, suministran muebles, empléan Maestros, y fijan la cuota de los salarios de Maestros. Como ahora los Sindicos son elegidos por el término de tres años, *deben ser educados á una norma mas alta del deber oficial. El Estado debertá suministrar una copia del "Maestro" á cada Junta de Sindicos de Distritos de Escuelas*—no con el objeto de ayudar al diario, pues él solo se sostiene, pero con el obje (de) suministrar informacion sobre tópicos de educacion, y presentar un conveniente y regular medio de comunicacion entro el Departamento de Instruccion Pública y los empleados de Escuelas. Por tanto recomiendo á la Legislatura que el Superintendente de Instruccion Pública sea autorizado para suscribirse por mil copias del *Maestro de California*, y que se haga una asignacion de mil pesos con ese objeto. Será una medida de economía de parte del Estado. Actualmente cuando se tienen que comunicar algunas instrucciones especiales á los empleados de escuelas, tiene que hacerse por medio de una circular especial. Dos circulares semejantes fueron espedidas por el Superintendente durante el último año á un costo, incluzo gastos de "express," un poco menos que la suma antes nombrada. Ambas de estas circulares pudieron haber sido comunicadas por el diario, si este se hubiese podido colocar en manos de todos los empleados de Escuelas.

Actualmente, uno de los deberes mas pesados del Superintendente es la correspondencia del Departamento. Las cartas que tienen que contestarse ascienden de cincuenta á sesenta por semana. Muchas de estas son respecto á la interpretacion de la ley de Escuelas, y una contestacion publicada en el diario seria suficiente para todos. Otras cartas piden informacion respecto á los deberes oficiales, y un solo párrafo en el diario equivaldría á cincuenta cartas. El trabajo en la oficina del Superintendente de Instruccion Pública se está rápidamente acumulandose cada año, y como un medio para descargar los ya pesados trabajos del departamento, encarecidamente encomiendo este asunto á la consideracion de la Legislatura.

El Superintendente del Estado, tambien debería tener facultad para suministrar copias á los Maestros indigentes, quienes son demasiado pobres, ó se creen serlo, para ahorrar dos centavos á la semana de sus salarios para un diario de educacion. Unos cuantos cientos de copias dis-

tribuidas de este modo pudiera dar vida á algunos de los Maestros muertos que estorban en las salas de Escuelas.

Otros estados han observado esta medida por muchos años. En el informe del Superintendente de Wisconsin, de mil ocho ciento sesenta, el Superintendente dice :

“ De conformidad con la seccion ciento dos del capítulo veinte y tres, Estatutos Revisados, enmendado por el capítulo dos cientos tres de las leyes generales de mil ocho cientos cincuenta y nueve, el primero de Julio de mil ocho cientos sesenta, me suscribí por cinco mil doscientas copias del *Diario de Educacion*. El gasto del *Diario* á cada distrito asciende á sesenta y cinco centavos por año, porte pagado de antemano. El *Diario* es el órgano del Superintendente de Instruccion Pública, y para él es un medio de una valiosa correspondencia con los varios empleados de Escuelas. Por medio del *Diario* se ha salvado del Fondo de Escuelas durante el año de mil ocho cientos sesenta, una suma mayor que lo que cuesta al Estado. Los gastos de impresiones para este departamento llegarán á disminuirse muchísimo por medio de este periódico. Además del carácter oficial del *Diario*, contiene lectura de mucho valor y de beneficio general para nuestras Escuelas. He considerado mejor el publicar todas las enmiendas de la ley de Escuelas, decretadas en la última sesion de la Legislatura, en el *Diario de Educacion*, en lugar de hacerlo en una circular por separado, por que haciendolo así llegarán mas pronto y con mas seguridad al poder de los empleados de Escuelas, y sin ningun cargo adicional sobre el Fondo. Una gran parte de las instrucciones dadas de este departamento, pueden comunicarse mas facilmente y con menos costo por medio del *Diario*.”

El Hon. J. M. Gregory, Superintendente de Instruccion Pública de Michigan, manifiesta como sigue las ventajas del *Diario de Michigan* á ese Estado :

“ Este periodico ha continuado mandandose á los Directores de Distrito durante el año, á un costo de sesenta centavos por cada distrito. Un gran número de asuntos oficiales se ha publicado en sus páginas, y han llegado al poder de los empleados de Escuelas con mas seguridad y con menos costo que por medio de circulares al efecto expedidas. Inevitablemente han habido algunas faltas en su circulacion regular y entrega á los Directores, pues su número es considerable, mas estas faltas no tienen comparacion con las que hubiesen ocurrido al mandar el mismo número de circulares á los distritos por el correo. Los oficiales de distritos ya esparan el *Diario* con regularidad, y todos los que tienen algun interes en sus deberes como empleados de Escuelas principian á manifestarlo en gran escala; y la infinidad de cartas de los Directores de Escuelas, pidiendo que se les conteste por el *Diario*, prueba el interes que tienen por recibirlo.

La correspondencia del Superintendente con los oficiales de Escuelas por conducto de sus páginas, ha resultado aliviar en gran parte al Departamento, y al mismo tiempo se cree que ha sido de gran auxilio á los intereses de las Escuelas Públicas. Las circulares mandadas por este conducto, si se hubiesen mandado de otro modo, incluso el porte, hubiese costado al Estado una tercera parte del costo total de mandar el *Diario*, y si se agregase el costo de otros asuntos oficiales al efecto remitidos, la suma ascenderia á casi la mitad de toda la suscripcion del Estado. La suma para cada distrito es tan pequeña, y es tan útil é importante la

comodidad del Departamento en tener un medio constante y seguro de comunicacion con los doce mil oficiales de distrito, que el Superintendente sentiria muchisimo el que se hiciese alguna alteracion respecto á este servicio público.

“Puede ser que algunos digan que el *Diario* es de la propiedad de la Asociacion de Maestros del Estado. Fue redactado el año pasado gratuitamente por varios Instructores prominentes, y toda la suma producida ingresó á la Tesoreria de la Asociacion para atender á los gastos de lecturas y publicaciones promoviendo los intereses de la educacion del Estado.”

El Honorable S. L. Rugg, Superintendente del Estado de Indiana, dice como sigue :

“Creo que se puede proporcionar gran auxilio al Superintendente y otros oficiales de Escuelas autorizandole negociar y entrar en un arreglo con el publicador del *Diario de Escuelas*, ó alguno otro diario de publicacion igual, el cual pudiese servir de medio oficial de comunicacion para el Departamento, ó entre el Superintendente y empleados de Escuelas, y como un asistente para desarrollar el sistema y su administracion ; y para esparcir por todas sus ramificaciones, el aumento de su uniformidad, vida y vigor. Lo que el Estado indudablemente hubiese salvado durante los dos ultimos años pasados empleando dicho medio, solo en el renglon de libros, habria excedido á muchisimo mas que lo que costaría ponerlo en ejecucion ; sin embargo esto puede considerarse una bagatela, comparado con los grandes ahorros y mejoras que naturalmente hubiesen resultado al ser empleado.”

El Superintendente del Estado de Ohio dice :

“Todas estas cuestiones de interes moral y social y la importancia de la educacion han sido discutidas y presentadas en el *Diario de Educacion de Ohio*, el que principio á publicarse cada mes en el año de mil ocho cientos cincuenta y dos, y desde entonces ha estado bajo los auspicios de la asociacion. Desde mil ocho cientos cincuenta y tres con regularidad ha publicado las opiniones mas importantes sobre la ley de Escuelas dadas por el Comisionado del Estado ; y ha comunicado á los Maestros y empleados de Escuelas todas las circulares que los Comisionados han deseado comunicar de esa manera. Ha contribuido bastante á hacer comprender y poner en operacion la Ley de Escuelas, como tambien en asegurar al Departamento del Estado los informes de los empleados locales. Promoveria decididamente estos fines si fuese puesto en manos de cada Secretario de Demarcacion en el Estado. Una ley que autorizase ser distribuido entre dichos empleados de Escuelas, no requeriría mayor gasto que el que es actualmente requerido en cada uno de los Departamentos del Estado, por imprimir y pagar el porte de circulares dando instrucciones y explicaciones á los empleados locales ó de condado. El Comisionado podría directamente comunicarse por medio de sus columnas con cada Distrito de Escuelas en el Estado. La distribucion del *Diario* seria muy útil en la administracion de la Ley de Escuelas ; promoveria el conocimiento de las necesidades de la educacion, y los métodos mas aprobados é instrumentales para atender á tales necesidades ; y ayudaría á descargar los embarazos pecuniarios originados de los gastos necesariamente ocasionados por los Maestros de la Asociacion, para el sosteni-

miento de esos objetos previamente enumerados. á lo cual es debido en gran parte el presente adelanto de la educacion pública en Ohio. Los Maestros de Ohio han hecho mas esfuerzos y mas sacrificios personales por el adelanto general de la educacion pública, que lo que han hecho los Maestros de cualquier otro Estado en la Union.

“ La ley que ahora se recomienda seria reconocer sus servicios. Trasmitir el *Diario de Educacion*, publicado bajo los auspicios de su Asosiacion del Estado, mandar comunicaciones entre el Comisionado del Estado y los empleados de las Escuelas, medida que se ha encontrado operar bien en otros Estados, no solo será un justo reconocumiento de los servicios pasados, sinó que será un aliciente para buenas obras en lo futuro. De consiguiente se encomienda á vuestra atenta consideracion.”

El Hon. V. M. Rice, Superintendente de Nueva York, dice en su hábil informe de mil ocho cientos sesenta y tres :

“ Hasta ahora la Legislatura cada año ha manifestado el aprecio en que tiene al *Maestro de Nueva York*, autorizando al Superintendente de Instruccion Pública, de suscribirse por copias del Maestro, y hacer que sean distribuidas por los Comisionados de Escuelas entre los Maestros inexpertos de los varios Condados; y se crée que el dinero gastado en cooperar de esta manera con aquellos que espontaneamente se dedican con celo á trabajar por el bien público, ha sido muy bien invertido, y que debe continuarse la suscripcion.”

El *Maestro de California* está destinado á ser el abogado de la educación del Estado. No es un proyecto financiero para enriquecer la bolza de nadie. Es puramente un diario de educación, y no es dedicado á ninguna clase ó partido ya sea de Yglesia ó Estado, excepto al gran Partido de las Escuelas libres, y á todos aquellos que puros como el acero son fieles á la Union y á la Constitucion. Sus Editores dan su tiempo y trabajo; las copias son trasmitidas al Correo de la oficina del Superintendente del Estado; ningun gasto tiene que hacerse, excepto el costo del papel é impresion; y se entrega al precio mas bajo al contado. Si es que el Estado se aprovecha ó no de las ventajas ofrecidas, el *Maestro* será sostenido. Pero estoy seguro que el Estado tiene gran necesidad de lecturas de educacion para los Maestros y empleados de Escuelas. Si es que tenemos un sistema de Escuelas Públicas, que éste sea eficaz. Si es que debe sostenerse el Departamento de Instruccion Pública, debe tener los medios con que operar, de lo contrario es mejor abolirlo. Las Escuelas no se levantan espontaneamente; y es la parte de los sabios legisladores el anticipar y dirigir la opinion pública. Aseguraria que la circulacion de mil copias del *Maestro* durante el año siguiente, despertaría un interes tan grande que muy pronto tendríamos una veintena de nuevas Casas de Escuelas, cincuenta distritos mas pagarian contribuciones, aseguraria empleo y buenos salarios á cien Maestros de primera clase, y otros tantos incompetentes se verian obligados á dejar el puesto; aseguraria prontos y correctos informes de los Sindicos, facilitaria á algunos de los Superintendentes de Condado el modo de hacer sus informes anuales sin cometer errores, elevaria el caracter, y aumentaria la utilidad de las Escuelas Públicas.

BIBLIOTECAS DE ESCUELAS DE DISTRITO.

Despues de la avaluacion y recaudacion de contribuciones, la medida de mas importancia para bien de las Escuelas Públicas es una disposicion liberal para las bibliotecas de las Escuelas Públicas. La influencia que esparce en una Escuela libros bien escogidos no tiene otra igual que la del Maestro; y en muchos casos la informacion obtenida de ellos por los mismos pupilos es la parte de mas valor de la educacion de una Escuela Comunal.

Un Maestro puede faltar en el desempeño de su deber; pero los granos de oro de las ideas obtenidas de los buenos libros, crecerán en las mentes de los jovenes y darán su fruto, "en algunos sesenta y hasta ciento por ciento," con tanta certeza como el terreno fértil de nuestros hermosos valles recompensa el trabajo del labrador con una cosecha abundante.

El gran objeto y principal deseo de la Escuela Pública, debería ser el inspirar á los niños el deseo de informacion y gusto para la lectura; incitarles ambicion para adquirir conocimientos; y enseñarles el modo de educarse por si solos durante la vida. Para que se les enseñe á léer, si despues no se les facilitan libros para léer?

La Escuela Publica de Marysville, bajo la instruccion del Señor D. C. Stone, bien conocido como uno de los educadores de mas capacidad en el Estado, tiene la dicha de poséer una de las mas grandes y hermosas Bibliotecas de Escuelas en California. El número de libros asciende ya á mil, y estan estimados en mil pesos (\$1,000); fueron comprados casi enteramente por los mismos pupilos, á quienes su Maestro les habia infundido su activo espiritu. El Señor Stone tiene razon para enorgullecerse del honor de haber establecido la primera, mejor, y mas grande Biblioteca de Escuela Pública en este Estado; y Marysville puede bien congratularse de haber asegurado por tantos años los servicios de un *hombre vivo*.

El pequeño pueblo de Knight's Ferry, en el Condado de Stanislaus, tiene una Biblioteca compuesta de ocho cientos volúmenes, resultado del trabajo asiduo de parte del Señor W. J. Holbrook, quien carga en su bolsillo un Diplóma de Educacion del Estado. Especifico estos casos porque son excepciones honorables de la apatia é indiferencia que generalmente ha prevalecido tanto en los Maestros como en el pueblo.

San Francisco, con ocho mil niños empadronados en sus Registros de Escuelas, segun el informe que ha presentado, solo cuenta con setecientos cincuenta volúmenes en las Bibliotecas de sus Escuelas, ó sea un libro para cada once niños

Es un asunto de bastante sorpresa que nuestras Escuelas Públicas hayan llegado á su presente grado de adelanto, y que hayan enteramente descuidada este carácter distintivo del sistema, Americano de Escuelas Públicas. En muchos de los Estados, las bibliotecas han sido casi co-existentes con las Escuelas Libres.

Es tan absoluta y evidente la necesidad de Bibliotecas de Escuelas, en esta edad de libros y diarios, que no creo que haya ningun hombre pensador y de inteligencia y sentido comun, que considere que es necesario algun argumento para probarlo.

No hacen muchos años, que en uno de los pueblos retirados de Massachusetts, vivia un muchacho de un hacendado que "asistía á la Escuela Pública" en el invierno, y trabajaba en la hacienda durante el verano. Los libros de una Biblioteca de un Pueblo pequeño cayeron en sus manos, devoró su lectura y se quedó deseoso de léer mas. Llegó á la edad, viril

y fue reconocido por todos de ser el mas distinguido educador Americano de su época. Toda Escuela Pública de nuestro pais es dadora á HORACE MANN. El graficamente reasume las ventajas de una Biblioteca de Escuela del modo siguiente :

“Actualmente nada puede contribuir mas á la lectura inteligente en nuestras Escuelas que una biblioteca bien selecta ; y por medio de la inteligencia, la biblioteca tambien contribuirá á facilitar la gracia y expresion de la r torica. Despiertese á un ni o de la ciencia del poder y de la belleza, y con la misma facilidad podr a ponerse á Hercules en la rueda,   obligar á Apolo á hilar, que el constre ir su espiritu dentro de la rueda m canica de la sala de Escuela donde aun exista semejante mecanismo. P rmitase á un ni o leer y entender tales historias como la amistad de Damon y Pitias, la integridad de Aristides, la fidelidad de Regulo, la pureza de Washington, la invencible perseverancia de Franklin, y el pensar  y actuar  diferentemente todos los dias del resto de su vida. Permit se á los ni os y ni as de diez y seis a os de edad leer un tratado inteligible y popular sobre astronom a y geolog a, y desde aquel dia tendr n nuevos cielos sobre sus cabezas, y una tierra nueva se esparcer  debajo de sus pies. La mente que est  acostumbrada   regocijarse con las espl ndidas regiones del universo material,     enriquecerse con los hermosos mundos del pensamiento, nunca despues puede leer como una m quina de madera.”

La accion de otros Estados presentan la mejor base para argumentar en favor de las Bibliotecas de Escuelas. El Estado del Imperio, con sus novecientos mil ni os de Escuelas, que el a o pasado asign  cuatro millones cuatro cientos sesenta y ocho mil pesos (\$4,468,000) para el uso de las Escuelas, encabeza la lista, pues tiene un millon tres cientos veinte y seis mil volúmenes en sus Bibliotecas de Escuelas P blicas.”

Nueva York fue el promotor de esta noble empresa. El Gobernador Clinton, en mil ocho cientos veinte y siete, recomend  que se agregase   las Escuelas comunales una pequena coleccion de libros y mapas. Por recomendacion del Gobernador Marcy, en mil ocho cientos treinta y ocho, una parte del Fondo de D posito de los Estados Unidos fue asignado   cada distrito que recaudase por medio de contribucion una suma igual. El Estado asign  cincuenta y cinco mil pesos al a o, y los distritos una suma igual, haciendo montar la suma anualmente   ciento diez mil pesos (\$110,000.)

“ Nueva York tiene la vanagloria ” dice el Hon. Henry S. Randall, en un informe tocante al asunto presentado en mil ocho cientos cuarenta y cuatro,” de ser el primer Gobierno del mnndo que haya establecido un sistema de biblioteca libre, adecuado   las necesidades de toda su poblacion. Este extiende sus beneficios igualmente   todas las condiciones, y en todas las situaciones locales. No solamente proporciona provechoso empleo   la persona desocupada, pero se introduce al hogar del trababajador, ofreciendole distraccion   instruccion, despues de su diaria faena, sin aumentar sus fatigas,   sustraerle sus ahorros. Es una interesante reflexion, de que no hay ninguna parte de nuestro territorio tan silvestre   remoto, donde el hombre ha penetrado, que la biblioteca no haya poblado el desierto que le rodea con lo bueno y sabio de  sta y otras edades, y silenciosamente admonestandole, cultivandole, y robusteciendole aun en medio de sus rusticos trabajos, los principios de humanidad y civilizacion. Esta filantr pica medida admirablemente concebida puede justamente

mirarse, despues de la institucion de las Escuelas Comunes, como la mas importante de esa serie de causas, que dará su carácter distintivo á nuestra civilizacion como pueblo.”

En mil ocho cientos cuarenta y uno, el Gobernador Seward, despues de haber observado que casi todos los Distritos en el Estado tenian su biblioteca, hizo la siguiente observacion en su mensaje :

“ En adelante ningun ciudadano que haya mejorado las ventajas ofrecidas por nuestras Escuelas Comunes y Bibliotecas de Distritos, se encontrará sin algun conocimiento científico de la tierra, su condicion física, y su fenomeno; los animales que la habitan, los vegetales que la cubren de verdura, y los minerales debajo de su superficie; la fisiologia y poderes intelectuales del hombre; las leyes de mecánica, y sus usos prácticos; las de química y su aplicacion á las artes; los principios de moral y de economía política; la historia de las naciones, y especialmente la de nuestro pais; el progreso y triunfo del principio democrático en los gobiernos sobre este continente, y los prospectos de su ascendencia por todo el mundo; las pruebas y fé, valor y constancia de nuestros antepasados; con todos los inspirantes ejemplos de benevolencia, virtud y patriotismo, exhibidos en las vidas de los bienhechores del genero humano. Los frutos de empresa ilustrada principalmente seran recogidos por nuestros sucesores. Pero la presente generacion no quedará enteramente sin recompensa. Aun que muchos de nuestros ciudadanos puedan pasar por la Biblioteca del Distrito sin poner atencion á los tesoros que contiene, los modestos volúmenes encontrarán su camino en los hogares, difundiendo conocimiento, aumentando la felicidad doméstica, y promoviendo la virtud pública.”

El Gobernador Wright, en su mensaje de mil ocho cientos cuarenta y cinco, refiriendose á la disposicion de los fondos públicos para la compra de bibliotecas y otros objetos de educacion popular, hizo presente :

“ Ningun fondo público del Estado es tan silencioso, sin embargo de ser tan penetrante—tan poco visto, sin embargo de ser universalmente sentido—tan suave en sus exacciones, sin embargo de ser tan abundante en sus beneficios—tan poco temido ó cortejado, y sin embargo tan poderoso, como este Fondo para el sosten de las Escuelas Comunes. Los otros Fondos obran sobre los intereses seculares de la sociedad, sus negocios, sus placeres, su orgullo, sus pasiones, sus vicios, sus desgracias. *Este* obra sobre su mente y sus morales. La educacion es para las instituciones libres lo que el pan es para la vida humana—el primordial de su existencia. El objeto de este Fondo es abrir y calentar la tierra, y cosechar el grano del cual este elemento de libertad debe crecer y madurar; y la sanidad ó enfermedad de su crecimiento medirá la extencion y seguridad de nuestras libertades.”

Nueva York, con toda su inmensa acumulacion de libros, invirtio el año pasado treinta y tres mil pesos (\$33,000) en comprar volúmenes adicionales.

Cuando Horace Mann llegó á ser Secretario de la Junta de Educacion de Massachusetts, dedicó toda su energia con el objeto de establecer una Biblioteca de Escuela en cada pueblo. En mil ocho cientos cuarenta y dos, una concesion legislativa de quince pesos (\$15) fue hecha á cada distrito bajo condicion de recaudar una suma igual con ese objeto. En el

curso de tres años cerca de dos terceras partes de los distritos, se aprovecharon de la ley, y se asignaron sesenta mil pesos (\$60,000) con ese objeto.

En Connecticut, el Estado concede á cada distrito que por la primera vez principia á establecer una biblioteca, diez pesos (\$10) bajo la condicion de que el distrito recaude una suma igual, y cinco pesos (\$5) para cada año subsiguiente bajo las mismas condiciones.

El pequeño Estado de New Hampshire, donde un muchachito de la cabeza blanca llamado Horace Greely acostumbraba separarse de los otros muchachos para comer su fiambre sobre un libro prestado, tiene actualmente cincuenta y ocho volúmenes en sus Bibliotecas de Escuelas Públicas.

Pennsylvania ha hecho casi nada respecto á fomento del Estado. Los Estados rebeldes, por cierto que nunca hicieron nada—hubiera sido muy difícil elegir una serie conveniente.

Los grandes Estados del Oeste llevaron á efecto el plan en toda su extension. Michigan dio el ejemplo, adoptando primero el sistema de distrito y despues el de demarcacion. Ya cuenta con ciento sesenta y un volúmenes en sus bibliotecas de demarcaciones.

Ohio, en mil ocho cientos cincuenta y tres, impuso un décimo de un centavo de contribucion de Estado sobre la valuacion del Estado con el objeto de asignarla anualmente para el uso específico de las Bibliotecas de Escuelas; el Comisionado de Escuelas del Estado quedando encargado de elegir los libros. La contribucion ascendio á ochenta mil pesos (\$80,000) por año; y en mil ocho cientos cincuenta y cuatro, mil ochó cientos cincuenta y cinco, y en mil ocho cientos cincuenta y seis, el valor total de libros distribuidos ascendia á dos cientos dos mil pesos (\$202,000). Actualmente tiene siete mil dos cientos sesenta y cinco bibliotecas, conteniendo tres cientos cuarenta y tres mil volúmenes.

Indiana, en mil ocho cientos cincuenta y cuatro, impuso una contribucion de Estado de un cuarto de un centavo sobre cada peso de propiedad para comprar Bibliotecas para las Escuelas de Demarcaciones, y la Junta de Educacion del Estado fue encargada de elegir los libros y contratarlos. Esto fue continuado dos años, y produjo dos cientos sesenta mil pesos (\$260,000,) con los cuales se compraron tres cientos cincuenta mil volúmenes.

La suma total de dinero invertida durante el año en California para Bibliotecas de Escuelas, ascendio á quinientos catorce pesos y setenta y cinco centavos (\$514 75,) siendo cerca de setenta y cinco centavos por distrito ó un centavo cuatro milesimos por cada niño empadronado en las Escuelas Públicas. El valor total de todas las Bibliotecas en el Estado asciende á tres mil seis cientos pesos, (\$3,600,) de cuya suma San Francisco y Marysville representan dos mil pesos (\$2,000.)

La única biblioteca en la oficina del Superintendente de Instruccion Pública, es cerca de mil volúmenes de informes de la oficina de Patentes, antiguos libros de Lectura, y antiguas Cartillas, variedades infinitas de la Gramática de Lindley Murray, aritmeticas y geografias inútiles, una gran descripcion de libros que ya no se imprimen; todo estos son donaciones hechas por publicadores de libros, quienes los suministraron libre de gasto. El mejor modo que se podia disponer de ellos seria usarlos para hacer fuego; pero, como la ley requiere que cada Superintendente “entregue” toda “la propiedad del Estado” á su sucesor en el empléo, tendran que ser manejados por toda una posteridad del mismo modo que la silla del

Presidente en Harvard, tan gráficamente descripta por Oliver Wendell Holmes.

Todas las razones para establecer Bibliotecas de Escuelas en los antiguos Estados podrian presentarse con una fuerza peculiar.

Las familias que llegan á este Estado, en su jornada pesada atravezando los Llanos, ó en la travesía por vapor, traen consigo muy poco excepto sus niños y sus esperanzas para el futuro. Los libros acumulados durante muchos años fueron dejados atras, y nunca han sido reemplazados. De consiguiente, por todo el Estado hay una gran escases de buenos libros en miles de familias que en un tiempo estuvieron bien proveidas de ellos. Los niños estan creciendo sin tener gusto por la lectura, y con muy poco que léer. Seria una sabia economía para el Estado el ayudar á cubrir la falta.

Por tanto, recomiendo que si se impone una contribucion de Estado para las Escuelas, como indudablemente se hará, que cinco por ciento de la suma sea reservada para un Fondo de Biblioteca, y que se haga una donacion de veinte y cinco pesos (\$25) á cada distrito que recaude por medio de suscripcion una suma igual. Sería mas económico para el Estado comprar libros aparentes para las Bibliotecas de Escuelas y hacer donacion de ellos por el valor de veinte y cinco pesos (\$25) en lugar del dinero. La eleccion y compra de libros puede bien encargarse á la Junta de Educacion del Estado en coneccion con el Bibliotecario del Estado.

CASAS DE ESCUELAS Y SU ARQUITECTURA.

El valor total de las Casas de Escuelas y muebles está estimado en los informes presentados en quinientos cuarenta y ocho mil pesos (\$548,000); San Francisco reclama la mitad de esta suma. Separando á San Francisco, el término medio del valor de las Casas de Escuelas y sus muebles es menos de cuatro cientos cincuenta pesos (\$450) por cada una. .

Hay treinta una casas de ladrillo, seiscientas cuarenta y siete de madera, seis de adobe, y unas cuantas no descriptas.

Bajo el encabezamiento, "Número de Casas de Escuelas que desgracian al Estado," solo se da *cuenta de ciento cuarenta y nueve!*

Los muebles de muchas de las Casas de Escuelas es una pequeñez, su valor consistiendo, en muchos de los distritos del campo, principalmente de asientos muy viejos, un jarro de beber de lata magullada, un balde para agua y una escoba rota.

La total suma invertida en solares, edificios, reparaciones y muebles de Escuelas, asciende á noventa y cuatro mil pesos, (\$94,000) de los cuales San Francisco ha gastado cuarenta y cinco mil pesos, (\$45,000) y el resto del Estado una suma proporcional de ochenta pesos por distrito.

La Ciudad de Boston el año pasado gastó doscientos treinta mil pesos, (\$230,000) para edificar Casas de Escuelas.

Una vuelta algo larga que di por varias partes del Estado, me presentó una buena oportunidad para "estimar el valor" de muchas de las Casas de Escuelas, y de apreciar completamente la belleza de su arquitectura.

Las palabras me faltarían si intentase hacer una descripcion de estos denigrantes maderos colorados colocados sobre las Escuelas Públicas; de estos groseros *squatters* en los terrales de los caminos; de estas chozas

sin pintar, sin cercado, desmuebladas, sin concluirse y casi inhabitables— que comparadas con la carpa de un minero en “’49” sería eminentemente respetable en la apariencia.

Ha sido dicho que una Casa de Escuela es un índice de la civilización de una comunidad. Si el carácter de la casa indica el grado de la civilización la de algunas secciones del Estado, por cierto que se encuentran mas bajo que el cero.

En un nuevo Estado como el nuestro, no puede esperarse que por muchos años se construyan costosas ó elegantes Casas de Escuelas, excepto en unas cuantas ciudades. Pero, en muchas partes del Estado, en pueblos y villas donde existen numerosas y costosas casas de residencia, donde se construyen grandes y cómodas iglesias para cada denominación, donde las casas de Tribunales y Cárceles son imponentes edificios, podía con razón esperarse que algo mejor que una cabaña se encontrase en el lugar donde los niños asisten á su Escuela.

Viajando por varios de los mas grandes, fértiles, prósperos y los mas ricos Condados de agricultura en el Estado, no me acuerdo de haber visto una casa de Escuela que tuviese algun patio cercado, ó que estuviese rodeada de árboles de sombra, ú ornamentado con alguna yerba ó flor. Muchos de estos substitutos de casas de Escuelas eran tan perversos que ningun hacendado de inteligencia los hubiese considerado aparentes para encorralar sus cerdos ó ganado de buena raza. Las caballerizas de los ricos hacendados en la vecindad son en comparación edificios elegantes.

Las casas de Escuelas están muy atras de la civilización de las comunidades en todos los otros respectos. La mayor parte fueron construidas por suscripción, y se encuentran en el camino como andrajosos pordioseros implorando limosna por caridad. En muchos distritos, donde la propiedad imponible asciende á medio millon de pesos, ápenas se sentiria una contribucion para construir una buena casa de Escuela. Hasta que el principio de contribucion de distrito para fabricar casas de Escuelas no sea mejor reconocido, el “ número de casas de Escuelas que desgracian al Estado ” no se disminuirán materialmente.

Parece que se ha puesto muy poca atención en la arquitectura de Escuelas en los lugares donde se han construido casas á un costo considerable. El estilo general es el de una caja de madera, tan destituida de ornamento como un granero de Nueva Inglaterra. Si se hubiese proporcionado algun plano aparente á los Sindicos, con frecuencia pudo haberse erigido una bonita casa. Los escritorios son á menudo de las descripciones mas bárbaras — sin embargo cuestan lo mismo que los buenos y confortables. En lugar de una mesa sencilla para el Maestro, la mayor parte de las salas de Escuelas están desfiguradas con enormes cajones para Maestros, muy parecidos á los antiguos púlpitos de medio siglo pasado.

Seria un gasto bien empleado de dinero, el que la Legislatura autorizase al Superintendente del Estado de comprar doscientas copias de la Arquitectura de Escuelas por Barnard ó Johnnott, para distribuir las á los distritos que fuesen á construir casas de Escuelas. Semanalmente recibo cartas pidiendome planos para casas de Escuelas, los cuales me es imposible mandar.

“ De las Casas de Escuelas del Campo por Johonnott’s,” cito unas cuantas observaciones que son muy aplicables á las

“ FALTAS DE NUESTRAS ACTUALES CASAS DE ESCUELAS.

“ Durante algunos de los años pasados se ha presenciado un gran cambio en la opinion pública respecto á la construccion de casas de Escuelas. Muchas de las peores faces de la edad pasada han sido en gran parte remediadas; pero todavia falta muchísimo que vencer á este respecto. En muchas partes del pais las casas de Escuelas son todavia muy deficientes en los respectos siguientes :

“ *Primero*—Son los edificios de menos vista en el distrito. Un viajero pasando por alguna seccion del pais, generalmente puede distinguir la casa de Escuela por estos caracteristicos. Está situada en un lugar desamparado y solitario. Exhibe toda marca de descuido y dilapidacion. Está enteramente expuesta á los daños del ganado estraviado y muchachos traviezos, por estar situada en la calle, y sin cercado. Está sin pintar, y casi la mitad sin vidrios. Su estilo no puede describirse, siendo demasiada pequeña para un granero, muy deficiente en los elementos de una justa proporcion para una casa de residencia, demasiada solitaria y muy descuidada para una casa de hacienda, y por último, demasiado repulsiva en todos respectos, y exhibiendo muchísimas señales de la mas parsimonia economia, para que fuese ninguna otra cosa que una casa de Escuela.

“ *Segundo*—No son bastantes grandes para acomodar á los pupilos que asisten á la Escuela. La sala es tan pequeña que los discípulos se ven obligados á estar unos encima de otros. Su obra es interrumpida, y violados sus derechos personales. El joven, el débil, y el inocente, estan obligados á sufrir una atmosfera ofensiva é impura, sin ninguna posibilidad de librarse de ella. Ademas los techos son tan bajos que es muy escasa de ventilacion y de aire fresco, y á consecuencia de todo esto, se ocasiona un gran daño tanto al cuerpo como el alma. En tales Escuelas es imposible observar una disciplina conveniente, pues las inexorables leyes de la Naturaleza se oponen é inutilizan la obra del Maestro.

“ *Tercero*—No se han proveido medios para una propia ventilacion. La cantidad de aire una vez limitada, muy pronto se vuelve impuro, y no hay medios para cambiarlo. Entonces principia el proceso envenenador, cuya virulencia es en proporcion á la estrechez del cuarto. Una casa de Escuela malamente contruida ó dilapidada es aqui considerada una verdadera bendicion, pues el aire puro de afuera tiene libre la entrada. Ademas del daño que causa á la salud esta atmosfera cargada, actualmente impide, por medio de su accion estupurosa, los objetos de la Escuela.

“ *Cuarto*—Los edificios son miserablemente colocados. Los cimientos son tan pobremente colocados que muy pronto se desploman, y las estructuras se hacen pedazos, ó quedan paradas oblicuamente. Las que son hechas de madera son de la clase mas barata, y muy pronto el viento se cuela por ellas en toda direccion. Los escritorios y bancos son ingenuosamente inconvenientes é incomfortables produciendo penas y dolores innumerables. La mayor parte de la gente de la presente generacion tienen un vivido y doloroso recuerdo de los asientos de nuestras antiguas casas de Escuelas, sin respaldares, y á menudo muy altos para permitir que los pies toquen el suelo. El sufrimiento y malestar de esta manera producido es casi igual al castigo de la picota, ó encierro en los cepos, que antiguamente se imponía á los criminales. Toda la construccion del edificio, tanto externo como interno, es tal que no merece ni recibe ninguna reparacion, y muy pronto se transformará en una masa de ruinas.

“ *Quinto*—Casi nunca se provéen patios ó lugares de recreo para los

niños. Aun en los lugares del campo donde la tierra es muy barata, la casa de Escuela es frecuentemente—y en los antiguos Estados, *mas* frecuentemente—colocada directamente en la calle, generalmente en la esquina donde se encuentran dos caminos. Ní una sola pulgada de tierra se dedica para el uso de los pùpilos. No hay ningun lugar para recreó y retiro, mas todo está expuesto á la vista pública. La calle es el único lugar de recreó, y de consiguiente solo inmundicia se encuentra dentro y fuera de la Escuela. Con semejante arreglo, es imposible inculcar esas lecciones de limpieza y refinamientos que son los objetos mas importantes de educacion.

“*Sexto*—Una mayoria de las casas de Escuelas estan destituidas de las necesarias fábricas exteriores. En muchos casos no se encuentra comun; y en muchos otros solamente hay uno para una Escuela grande de ambos sexos. Un hombre que en una tierra Cristiana construyese una casa para su domicilio sin lugar comun, seria considerado peor que un gentil; no obstante, esto se hace en los Distritos de Escuelas del campo, aunque en la misma Escuela se encuentran ambos sexos juntos sin las puras influencias que pertenecen al hogar. Todo sentimiento de refinamiento, aun de decencia, se ultraja con esta situacion peligrosa, y en gran parte tiene el mismo resultado por solo tenerse un comun pequeño para una Escuela grande.

“*Séptimo*—Por último, es el testimonio unido de los Superintendentes, Comisiones de Investigacion, y Juntas de Visitadores de Escuelas, que en muchos lugares los pùpilos en la Escuela son peor proveidos en todas las cosas pertenecientes al confortamiento, conveniencia, y el cultivo de buenas maneras y morales, que los que ocupan nuestras casas de pobres, ó los presos en nuestras penitenciarias.”

Existen unas cuantas buenas casas de Escuelas en el Estado. Durante el último año el pequeño Pueblo de Folsom construyó una casa de Escuela modelo, la mejor adaptada de cualquiera otra del Estado y muy aparente para el objeto que fue designada. Es una casa de un piso de ladrillo, setenta pies por treinta, designada para acomodar ciento veinte niños, comprendiendo dos Departamentos, el uno Primario y el otro de Grámatica; su estilo de arquitectura es hermoso, bien amueblada con buenos escritorios, hermosamente colocada, y solo cuésta tres mil seis cientos pesos (\$3,600.) Es un monumento muy consiguiente á los incesantes trabajos de un entusiasta Maestro, y de la inteligencia y liberalidad de los ciudadanos del “Distrito de Granite.”

Las Ciudades de Marysville y Petaluma tienen edificios de Escuelas bien arreglados. San José, Oakland, y Placerville tienen muchas necesidad de éllas. El pequeño Pueblo de Brooklyn está redimiendo al Condado de Alameda erigiendo una buena casa de Escuela, con algunas pretenciones de gusto. Watsonville dá un ejemplo digno de imitacion en el Condado de Santa Cruz, votando cuatro mil pesos (\$4,000) para una casa de Escuela. San Francisco está construyendo un nuevo edificio de ladrillo segun el plano de una de las mejores casas de Boston, á un costo de cuárenta y cinco mil pesos, (\$45,000,) la que será un ornamento de agricultura para la ciudad, y una casa modelo en sus arreglos internos. Con esta excepcion, San Francisco tiene muy poco porque estar orgulloso respecto á su arquitectura de Escuelas. Muchos de sus edificios de Escuelas aunque costosos, no tienen pretenciones de buen gusto, estando desfiguradas por puertas de doblezes, parecidas á “enormes cajas de trampa.”

A lo menos cien nuevas Casas de Escuelas seran edificadas en el Estado

durante los siguientes dos años. Un poco de prevision de parte de los legisladores asegurará casas espaciosas, bien arregladas, confortables y ornamental en su estilo de arquitectura, sin ser necesario el que sean de mucho costo. Vuelvo á repetir la recomendacion, que se tome alguna disposicion de manera que el Superintendente del Estado pueda suministrar planos convenientes á los Síndicos de los Distritos de Escuelas.

SORDOS MUDOS Y CIEGOS.

El número total de personas sordas mudas, de toda edad en el Estado, asciende segun los informes presentados á ochenta y uno; de los cuales treinta y dos son de San Francisco. El número de ciegos asciende segun cuenta á ochenta y cinco; de los cuales veinte y nueve son de San Francisco.

A consecuencia del gran peso de los deberes oficiales, me ha sido imposible visitar el Asilo de estos desgraciados, pero algunas clases de la institucion asistieron al Instituto de Maestros del Estado, y exhibieron un buen grado de proficiencia. La estimacion en que el pueblo de este Estado tiene á este Asilo, fue manifestada por la inmensa mayoria en favor de la Ley tocante al Edificio del Asilo, asignando setenta y cinco mil pesos (\$75,000.) El mismo pueblo que gustosamente ha dado su voto por esta suma; ¿no querrá recaudar el año siguiente una suma igual para educar veinte mil niños que estan creciendo en oscura ignorancia?

NIÑOS CHINOS, INDIOS, Y NEGROS.

El número de niños Chinos empadronados en el Censo de Escuelas, asciende á cuatro ciento cincuenta y cinco; ninguno de los cuales asisten á la Escuela.

En San Francisco existe una Escuela para Chinos, pero es designada principalmente para los adultos.

El número de niños negros de que se ha dado cuenta, asciende á setecientos treinta y cinco; de los cuales ciento setenta y dos asisten á la Escuela.

La Ley de Escuelas excluye de las Escuelas Públicas á los niños Negros, Chinos, é Indios, pero dispone que se establezcan Escuelas separadas para ellos.

El número de Escuelas en el Estado para niños de color asciende á cinco, una en cada uno de los siguientes lugares: San Francisco, Sacramento, Marysville, San José, y Stockton.

El número de niños Indios asciende á cuatro mil quinientos veinte y dos; de cuyo número San Diego da cuenta de dos mil ciento.

En la Ciudad de Sacramento, por ley especial, los niños Indios son admitidos en las Escuelas Públicas con los niños blancos; pero con esta excepcion, de que nada se ha proveido para su educacion.

El Estado de Nueva York tiene trece Escuelas para los niños Indios, y el año pasado gastó en ellas la suma de cuatro mil pesos (\$4,000.)

El Superintendente del Estado habla de ellos en su último informe como sigue :

“ El Capítulo LXXI de las leyes de mil ocho cientos cincuenta y seis, decreta que el Superintendente de Instrucción Pública estará encargado de proveer los medios de educación para todos los niños Indios en el Estado. Procurará averiguar el estado que guardan las varias bandas en el Estado respecto á educación; establecerá Escuelas en tales lugares, y de tal carácter y descripción según las considerase necesarias; empleará Superintendentes para dichas Escuelas, y con el acuerdo del Contador y Secretario de Estado, hará el que se construyan, donde fuese necesario, edificios convenientes para acomodar las tales Escuelas.’

“ Hasta que se decretó esta ley, solo se habían hecho algunos cuantos y débiles esfuerzos para educar á los niños Indios y juventud en este Estado. Desde entonces ó se han construido nuevas casas de Escuelas ó se han refaccionado las antiguas en cada una de las Reservas; las Escuelas han sido enseñadas por Maestros competentes, se ha suministrado libros clásicos, y la asistencia y progreso de los niños Indios ha sido mucho mejor de lo que esperaban aquellos que pensaron por tales medios ayudar á su civilización.”

El Superintendente de las Escuelas de Indios, E. M. Petit, dice :

En los lugares donde el progreso de las Escuelas ha durado mas tiempo, hay mayor asistencia y una mejora mas decidida, no solamente en el adelanto en educación y conocimiento de la lengua Inglesa hecho por los pupilos en las Escuelas, pero el pueblo generalmente está mejor informado respecto á los corrientes eventos, y en todo aquello que pertenece á su bienestar, conveniencia social, y civilización; muchos de ellos toman con regularidad diarios, periodicos, enciclopedias ilustradas, etc., y todos estan versados en los negocios del pais. Un gran número de ellos ha entrado á servir en el ejército y se baten con tanto valor como otros hombres para sufocar la rebelion, inspirados por motivos—juzgando por las cartas que escriben á sus amigos—verdaderamente patrióticos, basados sobre una idea verdaderamente iluminada de la causa de la rebelion y la importancia de sufocarla.

ESCUELA AGRICOLA DEL ESTADO.

Como el Superintendente de Instrucción Pública fue nombrado, por medio de una resolución de la Legislatura, miembro de una Comisión Especial tocante á este asunto, é informar sobre él durante la siguiente sesión de la Legislatura, no puede propiamente presentar sus miras en este informe.

No obstante se toma la libertad, de citar las observaciones hechas por el Superintendente de Instrucción Pública del Estado de Nueva York.

DONATIVOS DE TIERRAS HECHOS POR EL CONGRESO.

El día dos de Julio, de mil ocho cientos sesenta y dos, el Congreso decretó una Ley titulada ‘Ley que hace donacion de Tierras Públicas á los varios Estados y Territorios que establezcan Colegios para el fomento de la Agricultura y artes mecanicas.’

“Esta Ley distribuye á cada Estado leal treinta mil acres de tierra, ó su representante equivalente en cedula, en caso de que no existiesen Tierras Públicas dentro de sus linderos, por cada Senador y Representante en el Congreso á lo cual tuviese derecho por la distribucion de la representacion en virtud del censo de mil ocho cientos sesenta.

“Dispone que donde se encuentren Tierras Públicas en un Estado sujetas á venta particular á un peso y veinte y cinco centavos (\$1 25) por acre, la cantidad á la cual el dicho Estado tuviese derecho será elegida de dichas tierras; pero en caso que la requerida cantidad de dichas tierras no esten situadas dentro de su jurisdiccion; el Secretario del Interior queda autorizado para emitir certificados de tierras por la suma en acres por la falta en su proporcion distributiva; dicho certificado será vendido por el Estado, y su respectivo producto se invertirá en capitales de acciones de los Estados Unidos, ó de los Estados, ó en cualquiera otra clase de acciones que produzcan por lo menos cinco por ciento sobre el valor al par de dichas acciones; y que los fondos de esa manera invertidos constituirán un fondo perpetuo, cuyo capital quedará para siempre intacto, y su respectivo interes inviolablemente se asignará para dotes, fomento y sosten á lo menos de un Colegio, cuyo objeto principal, sin excluir otros estudios clásicos y científicos, é incluyendo táctica militar, — será el de enseñar tales ramos de enseñanza que tengan relacion con las artes de agricultura y mecánica, de la manera que lo prescribiese la Legislatura del Estado, con el objeto de promover la educacion liberal y práctica de las clases industriosas en las varias ocupaciones y profesiones en la vida.

“A este Estado, el Secretario del Interior emitirá certificados de tierras por la suma en acres de su proporcion distributiva; cuyos certificados, seran vendidos, y su respectivo producto se invertirá en ‘capitales en acciones de los Estados Unidos, ó de los diferentes Estados, ó en cualquier otro seguro capital en acciones que produzca por lo menos cinco por ciento sobre el valor al par de dichas acciones.’

“‘Si alguna parte del fondo asi invertido, ó alguna parte de su respectivo interes, por cualquier hecho ó contingencia, se disminuyese ó perdiese, está requerido de que sea repuesto por el Estado, de manera que el capital del fondo siempre permanezca intacto.’

“Asi es que se ha proporcionado una magnifica contribucion en beneficio de la educacion; y ahora toca á la Legislatura expresar por ley su aceptacion, y disponer que se reciba y venda el certificado de tierras á las que pueda tener derecho, y que con seguridad se invierta el capital que de esta pueda adquirirse. El tiempo de la aceptacion por parte del Estado está limitado á dos años desde la fecha que sea aprobada la ley por el Presidente; pero desde que cualquier Estado, que aceptando las disposiciones de la ley, dentro de cinco años, proveyese á lo menos un Colegio en el que se enseñase los ramos de enseñanza antes mencionados, se considera necesaria una pronta accion para con seguridad y de una manera conveniente poder cumplir con esta disposicion.

“El infrascrito está persuadido que la verdadera economía y la sabiduría práctica requieren que este fondo se dedique en dotar y fomentar

Una Institucion. Si se intentase dotar dos ó mas Colegios, toda la venta comparativamente sería inútil. La division de élla en dos partes no haría mas que presentar un precedente para que pudiese solicitarse que se volviese á dividir una y otra vez, hasta que el todo estuviese así dividido entre muchos, de manera que ninguno tendria completas facilidades para la instruccion. El Estado en varias ocasiones ha hecho concesiones de tierras y dinero á los Colegios y Academias, hasta tal grado que el total asciende á millones. De vez en cuando ha dado una bagatela á uno y una bagatela á otro; y no se puede negar, que en numerosos casos el resultado principal de su generosidad ha causado á muchas de estas instituciones el prolongar su precaria existencia, demasiado débil para ser de utilidad pública.

“Con la creciente prosperidad y la acumulacion de riquezas del país, entonces se presenta la demanda de gefes de intruccion mas clásica é intelectual, á quienes si se les suministrasen los medios y tiempo necesario para proseguir la investigacion filosófica, se decidirian á seguir la ciencia por bien de la ciencia misma, aunque al principio sin ningun inmediato beneficio práctico; y quienes habiendo finalmente, actuado como exploradores al frente del descubrimiento, y como recopiladores de los resultados de los trabajos del instruido de otras edades, á su turno presentarían al gran público las obras de su saber, y de esta manera contribuirían con un suficiente equivalente por los privilegios que les fueron concedidos. Solo necesitamos dirigir nuestra atencion á las Universidades de Europa, para presentar las ventajas de un plan que en ellas proporciona tan numerosas muestras de una profunda educacion literaria, y tantos ejemplos de haber con buen éxito extendido los límites de la instruccion. De consiguiente lo que necesitamos con mas urgencia, es el establecimiento de *Una Institucion*, adecuadamente dotada, y que ofrezca suficientes alicientes á los hombres de saber para constituirse en miembros de élla, y que esté proveida de todo lo que es necesario para facilitar la instruccion de los mas altos ramos de la enseñanza literaria y filosofica, como tambien en los varios ramos de instruccion perteneciente á las ocupaciones industriales y profesionales. Su cuerpo de Maestros debe consistir de personas dotadas de talentos naturales y vigorosos y de la mejor cultura, y en número suficiente para facilitar la completa division del trabajo. Cuando estos sean nombrados, las puertas de la institucion deben estar abiertas para todos aquellos que estan habilitados para entrar; debe ser libre, de modo que los jovenes nacidos en la pobreza y oscuridad, que hayan probado ser meritorios en las Escuelas Primarias, no sean excluidos.”

ESTADO DEL FONDO DE ESCUELAS.

En virtud de una Ley, aprobada el tres de Mayo de mil ocho cientos cincuenta y dos, proveyendo el que se dispusiese de los quinientos mil acres de tierras concedidas á este Estado por Ley del Congreso para mejoras públicas, y reservadas por la Constitucion del Estado para el uso de las Escuelas, se impuso el deber al Tésorero del Estado de convertir el producto de dichas tierras “en bonos de la Deuda Civil y Consolidada del Estado, portando siete por ciento de interes anual, y guardar dichos

bonos bajo su custodia como un depósito especial, marcado ‘Fondo de Escuelas,’ y abonarlos al crédito del dicho Fondo de Escuelas.”

Nunca se cumplió con esta disposición, pues los pagos se hicieron en depreciados certificados, ó libramientos del Contador; los certificados pagados fueron cancelados, y el Fondo de Escuela de este modo fue usado por el Estado para erogar los gastos corrientes del gobierno. De consiguiente el Estado debe al Fondo de Escuelas la suma de cuatro cientos setenta y cinco mil quinientos veinte pesos, (\$475,520,) derivado de la venta de dos cientos treinta y siete mil setecientos sesenta acres de tierra, vendidos antes del veinte y tres de Abril de mil ocho cientos cincuenta y ocho. El Estado siempre ha reconocido esta deuda asignando anualmente para el uso de las Escuelas una suma igual al interes de siete por ciento al año sobre la suma de esta deuda. Pero el Departamento de las Escuelas fue completamente colocado á merced de la anual Ley de Asignaciones Generales, y si se faltaba de hacer la asignacion respectiva, segun aconteció en mil ocho cientos sesenta y uno y mil ocho cientos sesenta y dos, no habia ningun remedio para salvarlo.

Lay Ley, aprobada el catorce de Abril de mil ocho cientos sesenta y tres, dispone que se *consolide* gradualmente esta deuda *flotante* al Fondo de Escuelas, siempre que se rediman bonos del Estado, la suma que así fuese redimida junto con la suma de cuatro cientos setenta y cinco mil quinientos veinte pesos, (\$475,520,) no serán cancelados, sinó que se guardarán como un depósito especial bajo custodia del Tesorero, marcado “Fondo de Escuelas,” de la misma manera y con el mismo fin que los bonos directamente comprados para el dicho Fondo de Escuelas.

En virtud de esta Ley, los bonos redimidos durante el año, y colocados al crédito del “Fondo de Escuelas,” ascienden á ciento siete mil pesos, (\$107,000,) quedando todavia que consolidar un balance de dos cientos sesenta y ocho mil quinientos veinte pesos, (\$268,520.) En cuatro años mas quedará consolidada toda la deuda del Estado al Fondo de Escuelas, sin ser necesario contribucion adicional, y sin afectar ninguna de las rentas corrientes del Estado.

La Ley del tres de Setiembre de mil ocho cientos cincuenta y ocho, ordena que el principal recibido de la venta de Tierras de Escuelas sea invertido en la compra de bonos del siete por ciento, marcado “Fondo de Escuelas.” Esta ley ha sido fielmente llevada á efecto. La concesion de quinientos mil acres está toda vendida, segun se manifiesta en el siguiente extracto hecho del informe del Agrimensor-General de mil ocho cientos sesenta y dos:

“Vendidos en virtud de cédulas de tierras de Escuelas emitidas antes de haberse dado la ley del 23 de Abril de 1858 ...	237,760.00
Vendidos al contado desde que se sancionó la ley del 23 de Abril de 1858.....	261,197.83
Total vendido.....	498,957.83

“Quedando un balance de mil cuarenta y dos y diez y siete centecimos de acre, lo cual se ha reservado como un margen para corregir errores en el ajuste final de la concesion.”

SECCIONES DIEZ Y SEIS Y TREINTA Y SEIS.

Por la ley del tres de Marzo de mil ocho cientos cincuenta y tres, el Congreso concedió á California las secciones diez y seis en cada demarcacion para el sosten de las Escuelas.

En virtud de la ley del veinte y seis de Abril de mil ocho cientos cincuenta y ocho, la Junta de Supervisores vendieron diez y ocho mil setecientos veinte acres de tierra, y el producido fúe colocado al crédito de la demarcacion donde la tierra vendida estaba situada. En mil ocho cientos cincuenta y nueve, el Honorable A. J. Moulder, Superintendente del Estado, recomendó que se aboliese "el plan de demarcacion," y que el producido de la venta de estas secciones fuese consolidado en un Fondo General de Escuelas, cuyo interes deberia proratearse semi-anualmente, basandose en el número de niños entre cuatro y diez y ocho años de edad.

En su noveno informe anual, los argumentos en favor de un Fondo Comun del Estado fueron tan completa y habilmente demostrados que la Legislatura dispuso que de ese modo se consolidase el Fondo de Escuelas, y al efecto se dio una ley el veinte y dos de Abril de mil ocho cientos sesenta y uno. Por una reciente decision del Tribunal Supremo, la constitucionalidad de esta ley ha sido confirmada.

En la misma ley se dispuso la venta de aquellas secciones concedidas de pertenecer al Estado, y de las tierras en lugar de las secciones de Escuelas colonizadas antes de haberse tomado los apéos ó que estuviesen cubiertas por reclamos particulares.

Dos cientos ochenta y ocho mil cuatro cientos setenta acres han sido vendidos á un peso y veinte y cinco centavos (\$1 25) por acre, cuya venta ascendió á tres cientos sesenta mil pesos (\$360,000.) A los compradores se les concede crédito sobre ochenta por ciento del principal, con tal que paguen regularmente, adelantado, interes á razon de diez por ciento al año sobre el principal sin pagarse.

El producto de las ventas de los diez y ocho mil setecientos veinte acres vendidos antes de la Ley de mil ocho cientos sesenta y uno, fue colocado al crédito de los Distritos de Escuelas en la Demarcacion donde acontecia estar situadas las secciones diez y seis y treinta y seis, y de aqui se ha originado una dificultad á la cual mi predecesor hizo alusion dos veces en sus informes, y á la cual vuelvo á llamar la atencion citando sus observaciones.

"La seccion octava de la Ley que dispone la venta de las secciones diez y seis y treinta y seis, declara que todos los fondos hasta aqui derivados como principal de la venta de las tierras en la presente designadas, y vendidas en virtud de ley para la venta de las secciones diez y seis y treinta y seis, aprobada el veinte y seis de Abril de mil ocho cientos cincuenta y ocho, seran pagados al Fondo de Escuelas del Estado por los condados, en los cuales se hubiesen vendido las dichas tierras; y si asi no fuesen pagados, á dichos condados se les deducirá una suma de la prorata que tuviesen derecho á recibir en virtud de esta Ley igual á la suma que hubiesen retenido.' En varios de los Condados se han vendido un número de secciones de Escuelas en virtud de la Ley del veinte y seis de Abril de mil ocho cientos cincuenta y ocho, y el producto derivado de ellas ha sido pagado á las Tesorerías de Condado. Oficialmente, el Superintendente no tiene medios como averiguar en que condados se han dispuesto de tierras de esta manera, cuantos acres se han vendido, ó cual es la suma de su producido. Ni tampoco puede determinar si es que estos condados han pagado ó no el producto al Fondo de

Escuelas del Estado. Por tanto, le es imposible, deducirlo de la prorata á dicho Condado una suma igual á la que hubiese retenido.' No hay ningun medio para averiguar esta suma. Pero si lo hubiese, alguna otra dificultad se presentaría. El producto de la venta de las secciones diez y seis y treinta y seis exclusivamente pertenecen, en virtud de la Ley del veinte y dos de Abril de mil ocho cientos cincuenta y ocho, á los habitantes de la demarcacion donde estuviesen situadas—y no á los habitantes de todo el condado.

“Aun en el mismo condado, ciertas demarcaciones poséen secciones de Escuelas, mientras que otras no tienen un solo acre de tierra.

“El Superintendente del Estado, en virtud de leyes vigentes, prorató el Fondo de Escuelas entre los varios distritos del Estado, y no entre los condados. Ciertos distritos, y en muchos casos solo fragmentos de distritos, incluidos dentro de los límites de favorecidas demarcaciones, recibieron los beneficios del Fondo de la venta de las tierras de Demarcaciones, mientras que otras estan excluidas de esos beneficios.

“Sería verdaderamente injusto deducir alguna suma de la prorata de algun condado cuando dicha deduccion igualmente operaría en daño de los distritos favorecidos y de los excluidos.”

La revisada ley de Escuelas requiere que los Sindicos de Escuelas informen á los Superintendentes de Condado la suma de dinero recibido como interes de los Fondos de Escuelas de Demarcaciones, pero tales informes no han sido presentados, simplemente por que era imposible para los Sindicos el averiguar la existencia de semejante Fondo. Los Tesoreros de Condado evidentemente no tienen conocimiento de su existencia, pues la columna para el “Fundo de Demarcacion” generalmente se ha dejado en blanco. Si este Fondo de Demarcacion no es una fábula, la ley debería enmendarse requiriendo al Secretario del Condado de dar cuenta al Superintendente de Instruccion Pública, y al Superintendente se le debe autorizar el deducir de la prorata de los distritos una suma equivalente á la suma recibida como interes del Fondo de Demarcacion.

Las Tierras de Escuelas vendidas por las Juntas de Supervisores de los varios condados, en virtud de la ley del veinte y seis de Abril de mil ocho cientos cincuenta y ocho, de conformidad con el último informe del Agri-mensor-General, son las que siguen :

Condados.	Acos.
“ Merced	680.00
Humboldt.....	880.00
Placer	4,400.00
Sacramento.....	1,031.00
San Joaquin.....	6,433.00
Shasta	720.00
Siskiyou	2,320.00
Solano	160.00
Stanislaus.....	336.00
Tehama.....	280.00
Tulare.....	1,480.00
<i>Total, segun informe.....</i>	<i>18,720.00</i>

“Debe decretarse una ley requiriendo á la Junta de Supervisores de cada condado dar informe al Contador ó Registrador de la oficina de Tierras del Estado, la cantidad de tierras vendidas, y el precio en que fueron vendidas, en virtud de la ley del veinte y seis de Abril de mil ocho cientos cincuenta y ocho, de manera de llevar á efecto las disposiciones de la seccion octava de la ley del veinte y dos de Abril de mil ocho cientos sesenta y uno.”

FONDO DE LA UNIVERSIDAD.

La exacta condicion de este Fondo fue tambien manifestada por mi predecesor en el empléo, el Hon. A. J. Moulder, en el Duodécimo Informe Anual del Departamento, que cito sus observaciones por completo :

“ FONDO DE LA UNIVERSIDAD.

“ Por la seccion doce de una ley aprobada el tres de Marzo de mil ocho cientos cincuenta y tres, el Congreso concedió á California setenta y dos secciones, ó cuarenta y seis mil y ochenta acres de tierra para el uso de un Seminario de Enseñanza. Por una ley de nuestra Legislatura, aprobada el veinte y tres de Abril de mil ocho cientos cincuenta y ocho, se dispuso que se vendiesen estas tierras. Se ordenó que fuesen vendidas de la misma manera, y bajo los mismos términos, y sujetas á las mismas condiciones como las porciones no vendidas de los quinientos mil acres. En virtud de la operacion de esta ley, hasta la fecha se han vendido treinta y nueve mil seis cientos cuarenta y siete acres, quedando solo seis mil cuatro cientos treinta y tres acres sin vender.

“A un peso y veinte y cinco centavos (\$1 25) por acre, el precio fijado por la ley, estos cuarenta y seis mil ochenta acres producirán cincuenta y siete mil seis cientos pesos (\$57,600.)

“Se dispuso que el producto de la venta de estas tierras se pagase al Fondo de Tierras de Escuelas, y que de tiempo en tiempo, se invirtiese en Bonos del Estado del siete por ciento por cuenta del Fondo de Escuelas.

“Ademas se ordenó que la Junta de Examinadores, á la expiracion de un año de haberse dado la ley, esto es, el veinte y tres de Abril de mil ocho cientos cincuenta y nueve, tomase y usase cincuenta y siete mil seis cientos pesos (\$57,600) de cualesquier dinero perteneciente al Fondo de Escuelas, con el objeto de comprar bonos; y cuando dichos bonos fuesen de esa manera comprados, que se entregasen al Tesorero del Estado, y que por él fuesen guardados como un depósito especial, marcados ‘Fondo del Seminario’ y abonados al dicho Fondo. Todo los intereses pagados al Tesorero sobre dichos bonos que se invirtiese de la misma manera en Bonos del Estado.

“ Pero ni en el veinte y tres de Abril de mil ocho cientos cincuenta y nueve, ni en ningun otro tiempo subsecuente, la Junta de Examinadores ha comprado los bonos para el Fondo del Seminario, segun está requerido por esta Ley.

“De hecho este Fondo no es sinó fabuloso. La mayor parte de las tierras que le pertenecen han sido ya vendidas, y el respectivo Fondo de Escuelas ha recibido el producto y sus respectivos intereses semi-~~anua-~~les.

Ya es tiempo que esta deuda por tanto tiempo debida al Fondo del Seminario sea ajustada.

“ La cuenta se encuentra como sigue :

<i>“ Debido por el Fondo de Escuelas al Fondo del Seminario.</i>	
Por principal debido por Ley, Abril 23, 1859.....	\$57,600
Por cuatro años de intereses, al siete por ciento por año, hasta Abril 23, 1863.....	16,000
Total	\$73,728

DEPARTAMENTO DE INSTRUCCION PUBLICA.

Parece que generalmente prevalece la opinion, que el Superintendente de Instruccion Pública posee el único empleo de provecho en el Estado; que tiene muy poco que hacer, excepto hacer que su Escribiente forme el informe anual, y hacer viages de recreo á Sacramento en busca del certificado del Estado por su salario mensual. Con el objeto de corregir esta idéa, y hacer ver que el Superintendente del Estado tiene algo mas que hacer que sentarse en la silla de su oficina, presento la siguiente relacion del

TRABAJO OFICIAL DURANTE EL AÑO.

Los primeros tres meses despues de haber asumido los deberes del empléo, es decir, Enero, Febrero, y Marzo, fueron dedicados exclusivamente en la revision de la Ley de Escuelas bajo la direccion de las Comisiones Legislativas sobre Educacion. El mes de Abril fue empleado en revisar las fórmulas y formularios en blanco del departamento, y en hacer arreglos para establecer el Instituto de Maestros del Estado. En Mayo se atendio al Instituto, y el exámen de los papeles de la Junta de Examinadora del Estado hizo que durante ese mes se estuviese sumamente ocupado. Junio, Julio, y Agosto fueron empleados en viajar, pronunciar discursos y en visitar las Escuelas; Setiembre fue dedicado en los Institutos de Maestros de Condados, y Octubre en el informe anual del Departamento.

CIRCULARES.

En Marzo se dirigió una circular de Instituto de veinte páginas, expedida del Departamento á los Superintendente, Maestros, y Sindicos de Condado, y cuatro mil copias fueron distribuidas entre los varios empleados de Escuelas. En Junio una segunda circular de diez y seis páginas, fue expedida á los Sindicos de Escuelas, instruyendoles en el desempeño de sus deberes.

Los procedimientos del Instituto de Maestros del Estado fueron preparados para ser publicados en esta oficina, y dos mil cuatrocientas copias fueron mandadas á los Maestros y empleados de Escuelas en el Estado.

FORMULARIOS EN BIANCO.

Los formularios en blanco revisados y preparados en el Departamento, necesarios para cumplir con la nueva ley de Escuelas son como sigue:

Registro de las Escuelas Públicas, Informe de Maestros de Escuelas Públicas; Informe de Sindicos de Escuelas; Informe de Empadronadores del Censo de Escuelas; Nombramientos de Empadronadores de Escuelas; Certificados de Eleccion de Sindicos; Nombramiento de Sindicos de Escuelas; Libro de Ordenes de Sindicos sobre los Superintendentes de Condado; Carteles de Eleccion; Juramento de Lealtad de Maestros de Escuelas; Serie de Libros del Estado; Solicitudes para Contribuciones del Estado; Diplomas de Educacion del Estado; Certificados de Maestros del Estado; Certificados de Condado; Certificados Temporales; Informe de Superintendentes de Condado; Informe Suplementario de Superintendentes de Condado; Informe de Tesoreros de Condado; Libro de Ordenes para el Departamento de Instruccion; Libro de Libramientos de Superintendentes de Condado.

La preparacion de todos los expresados formularios en blanco requiere un cuidadoso estudio de las leyes de Escuelas de otros Estados, y ocupa un tiempo bastante dilatado. He tenido cuidado de asegurar un sistema de informes que en ningun respecto sea inferior á los de ningun otro Estado en la Union. La impresion de estos formularios fue ejecutada por el Impresor del Estado, con pulidez, prontitud, y tipograficamente, su apariencia dá crédito al Departamento.

CORRESPONDENCIA POR CORREO Y "EXPRESS."

Mas de quinientos paquetes se han mandado de esta oficina á los Superintendentes de Condado y Empleados de Escuelas por el "Express" de Wells, Fargo y Ca; y á lo menos tres mil documentos y pequeños paquetes han sido mandados por el correo dirigidos á los Sindicos y Maestros. El número de formularios en blanco publicados y remitidos durante el año, segun queda manifestado en la siguiente tabla, probará los requerimientos del Departamento respecto á impresiones y correspondencia:

Revisada Ley de Escuelas.....	4,000
Circular de Instituto.....	4,000
Circular de Sindicos.....	3,000
Procedimientos del Instituto.....	2,400
Registros de Escuelas.....	1,200
Carteles de Eleccion en Abril.....	4,000
Carteles de Eleccion en Agosto.....	4,000
Informes de Maestros.....	3,000
Informes de Maestros.....	1,500
Informes de Empadronadores.....	6,000
Certificados de Eleccion de Sindicos.....	2,000
Libros de Ordenes de Sindicos.....	1,500
Juramento de Lealtad.....	2,000
Certificados de Eleccion de Sindicos..	1,000
Diplomas de Educacion del Estado.....	50
Certificados del Estado.....	100
Certificados Temporales.....	1,000

VIAGES Y GASTOS DE VIAGES.

La seccion nueve de la Revisada Ley de Escuelas les como sigue :

“SEC. 9. Será del deber del Superintendente de Instruccion Pública, segun le fuese posible, sin descuidar sus otros deberes oficiales, viajar por los diferentes Condados del Estado, á lo menos cuatro meses durante cada año, con el objeto de visitar las Escuelas, consultar con los Superintendentes de Condado, pronunciar discursos ante los Institutos de Condado, y arengar á las asambleas públicas sobre materias pertenecientes á las Escuelas Públicas ; y los gastos consiguientes en viajar y erogados por el Superintendente en el desempeño de este deber, serán concedidos, ajustados, y pagados del Fondo General, de la misma manera que actualmente se conceden, ajustan, y pagan otros reclamos del dicho Fondo ; *con tal que*, la suma asi gastada en cualquier año no excediese de mil pesos ; y la suma de mil pesos, ó la parte que de élla fuese necesaria, queda por la presente anualmente asignada para el pago de dichos gastos.”

En cumplimiento de esta disposicion de la ley, he pronunciado discursos y visitado Escuelas en los Condados de Alameda, Santa Clara, San Mateo, San Francisco, Contra Costa, El Dorado, Amador, Sacramento, Solano, Napa, y Sonoma, he viajado mas de tres mil millas, he pronunciado treinta discursos sobre Escuelas Públicas, y he visitado noventa y cinco Escuelas.

Durante los primeros seis meses del año, antes de principiar el décimo quinto año emergente, mis gastos de viages ascendiendo á tres cientos pesos, (\$300,) los que fueron pagados por mi ; la antigua ley, con una liberalidad parecida á la del “Club Pickwick,” atentamente concedió al Superintendente el visitar todas las Escuelas del Estado y pronunciar discursos en cada una de las Escuelas, *con tal que* no se “ocasionase ningun gasto al Estado.”

En los meses de Julio, Agosto, y Setiembre se ocasionarón gastos, por la suma de dos cientos cincuenta pesos (\$250,) los que fueron pagados por el Estado en virtud de las disposiciones de la seccion novena de la Revisada Ley de Escuelas, la cual con el mismo espiritu de liberalidad “Pickwickian,” requiere al Superintendente de pagar en dinero, y recibir en su lugar certificados del Estado del valor de setenta (70) centavos sobre el peso. Este es un arreglo muy economico de parte del Estado, pero decididamente un gasto algo lujoso para el Superintendente del Estado. Los cocheros y hoteleros no siendo gustosos de recibir órdenes sobre el Contador del Estado ; “en la presente condicion de la hacienda pública del Estado,” el Superintendente tuvo que limitar sus viages por las rutas mas economicas, y le fue casi imposible visitar los condados mas distantes. El Superintendente respetuosamente solicita á la Legislatura que decrete una Ley obligando á los cocheros de recibir órdenes sobre el Contador del Estado como “billetes de circulacion legal,” ó que se tome alguna disposicion para que se paguen sus gastos efectivos de viages, de lo contrario se verá obligado á quedarse en su casa, “por falta de fondos.”

SALARIO.

El salario del Superintendente de Instruccion Pública es nominalmente tres mil pesos (\$3,000.) pagaderos en certificados del Estado, de un valor, segun el precio corriente del descuento de corredores sobre empleados

necesitados, de setenta centavos sobre el peso, equivalente á un salario pagado en dinero de cerca de dos mil pesos (\$2,000). Deduciendose de éste la pérdida en los gastos de viajes, y mil setecientos pesos (\$1,700) es una justa estimacion en dinero de la suma del salario del Superintendente efectivamente pagado por el Estado.

El salario del Superintendente originalmente era cuatro mil pesos (\$4,000) por año. Despues se redujo á tres mil quinientos pesos (\$3,500,) y el año pasado á tres mil pesos (\$3,000.)

Si se intenta que el empléo produzca renta y no cargo, esta suma es demasiado; pero si se espera que el Superintendente desempeñe el cargo que se le ha confiado, es demasiado pequeña.

Al Superintendente de las Escuelas Públicas en la Ciudad de San Francisco se le paga un salario en dinero de cuatro mil pesos (\$4,000) al año, y nadie créa que es demasiado alto. ¿Es acaso el cargo del Superintendente de Instruccion Pública menos responsable, ó son los deberes menos arduos? A los Maestros de la Escuela de Alto Grado en San Francisco se les paga á cada uno en dinero dos mil setecientos pesos (\$2,700) al año, y el Principal de la Escuela de Gramática de la Ciudad recibe un salario de mil novecientos pesos (\$1,900) al año.

Sin estar inclinado á exagerar los deberes del empléo, soy de opinion que el Superintendente del Estado debe recibir un salario tan alto como el Maestro Principal de una Escuela de Gramática. Si yo no fuese el agraciado, diria que debe aumentarse el salario del Superintendente á cuatro mil pesos (\$4,000) por año, el mismo salario que se paga á los otros empleados del Estado.

Aunque el puesto quizas no sea de tanta responsabilidad como algunos de los empléos del Estado, el trabajo personal que el Superintendente tiene que desempeñar es casi tan grande. A la oficina solo se le concede un Escribiente, y el Superintendente está requerido de actuar como Agente Caminante, ademas de los otros deberes.

En muchos Estados, se emplea un Especial Agente Caminante, cuyo único empléo es pronunciar discursos y visitar las Escuelas. Es muy cierto, que ningun Departamento del Gobierno es mas intimamente relacionado con los intereses del Estado que el Departamento de Instruccion Pública.

La organizacion del Departamento de Instruccion en Pennsylvania es como sigue: Superintendente del Estado, Delegado Superintendente, cuatro Escribientes, y un Mensajero.

En un nuevo Estado como el nuestro, la obra del Superintendente del Estado es la de *organizar*, y no hay límite en los esfuerzos á este respecto. Durante el año pasado, sin la voluntaria asistencia de los Maestros, hubiera sido enteramente imposible haber prontamente desempeñado la obra de la oficina, ademas de los deberes de afuera.

Si es que el salario del Superintendente se aumente ó no, esto no hará diferencia en el desempeño de sus deberes oficiales mientras que ocupe el empléo, mas la necesidad puede ser que le obligue, antes de mucho tiempo á renunciar el puesto y enseñar en alguna Escuela de Distrito para ganar su vida.

INFORMES ANUALES.

El último año se concedió á esta oficina ciento veinte copias del informe anual del Superintendente. De este número cincuenta fueron remitadas á los Superintendentes de Condado—una copia á cada uno; cincuenta á

la prensa pública, unas cuantas á los diarios de educacion de los Estados del Este, y una copia fue retenida para el uso de esta oficina.

Durante el año he recibido los informes de todos los Estados leales, y cuando se me ha pedido el informe de California en cambio, me he visto en la dolorosa necesidad de hacer ver que la Legislatura ha colocado al Departamento bajo un pie tan económico que estaba demasiado pobre para facilitar una sola copia.

La Legislatura de Massachusetts, por una disposicion permanente, ha intimado al Secretario del Estado bajo direccion del Gobernador, de obtener y transmitir, al *costo público*, libros y otros documentos conteniendo informacion respecto á las instituciones literarias, benevolentes, y de otro carácter del Estado, pues de tiempo en tiempo se reciben solicitudes de las autoridades de otros Estados ó de paises extranjeros.

En muchos de los Estados una copia del informe anual del Superintendente se suministra á cada empleado de Escuela. El número de copias que debe concederse á la oficina del Superintendente es como sigue :

Superintendentes de Condado, diez copias cada uno.....	450
Juntas de Sindicos de Escuelas Públicas, una copia cada uno.....	800
Maestros de Escuelas Públicas, una copia cada uno.....	900
Cambios para el Este.....	500
Total	2,600

El pueblo requiere informacion respecto á las medidas de educacion, y no conozco ningun medio mejor calculado para elevar la norma del deber oficial entre los empleados de Escuelas, que el colocar en las manos de cada uno el informe anual del Superintendente del Estado, el cual presenta una vista general de la condicion de las Escuelas Públicas del Estado. La política de economizar en la impresion de unos cuantos de cientos de copias de semejante informe puede justamente caracterizarse como “ un penique de sabiduria y una libra de tonteria.”

GASTOS EVENTUALES.

Para el decimoquinto año emergente, la genorosa suma de cincuenta pesos (\$50) fue asignada para los gastos eventuales de la oficina—mas esa liberalidad no fue hecha sin calificacion, pues la suma de cincuenta pesos (\$50) fue deducida de la corriente suma asignada para luces, combustible, y utiles de escritorio. La suma total de la “ Asignacion para Gastos Eventuales ” fue invertida como sigue :

Una copia del Atlas de Johnson.....	\$15 00
Un Escritorio alto para la oficina	35 00
	\$50 00
Suma Asignada.....	50 00
Balance en caja.....	\$00 00

Menores *gastos eventuales* por la suma de setenta pesos (\$70) han sido pagados por el Superintendente del producto algo dilapidado derivado de la venta de libramientos de Contador.

Los cuartos de la oficina del Departamento ápenas se puede decir que hacen crédito al Estado. Contienen tres sillas, dos de las cuales estan rotas; una mesa regular, y una apolillada; una alfombra sin pelo, y una abundancia de antiguos y venerables libros de Escuelas. Respecto á muebles en general, se halla al mismo nivel que las casas de Escuelas del campo en el Estado.

La asignacion para la renta de la oficina es insuficiente á consecuencia de la gran antipatía que se tiene á los “libramientos del Contador,” el Superintendente ha tenido el gusto, ademas de los innumerables gastos pequeños, de pagar cinco pesos (\$5) al mes de su propia bolsa. A la oficina se le debe suministrar una completa coleccion del *Diario de Educacion* de Bernard, como tambien los diarios de Maestros de todos los Estados, y los periodicos de educacion de otros paises. Como la oficina es diariamente visitada por los Maestros y empleados de Escuelas de todas partes del Estado, debería contener todos los nuevos mapas, cartas geograficas, libros, aparatos y útiles de Escuelas. En vista de todas estas necesidades, respetuosamente solicita que se haga una asignacion de quinientos pesos (\$500) para gastos eventuales de la oficina del Superintendente de Instruccion Pública.

La asignacion para gastos eventuales del Departamento de Instruccion de Pennsylvania asciende á dos mil seis cientos pesos (\$2,600.)

ASIGNACIONES PARA EL DEPARTAMENTO.

Las siguientes asignaciones seran necesarias para el año décimo sexto y décimo séptimo :

Con que objeto.	Año Décimo Sexto	Año Decimo Séptimo.
Portes de correspondencia y “Express”.....	\$800	\$800
Renta de oficina.....	500	500
Luces, combustible y útiles de escritorio.....	300	300
Gastos eventuales.	500	500
Gastos de viages.....	1,000	,000
Total.....	\$3,100	\$3,100

ASIGNACION ADICIONAL.

La suma de dos cientos cincuenta pesos (\$250) faltaron en la última asignacion para pagar el salario del Superintendente de Instruccion Pública por el mes de Junio de mil ocho cientos sesenta y tres—décimocuarto año emergente. La reduccion del salario del Superintendente de tres mil quinientos pesos (\$3,500) á tres mil pesos, (\$3,000) no tuvo efecto hasta la expiracion del termino del empleo de mi predecesor—el treinta y uno de Diciembre, de mil ocho cientos sesenta y dos—y como la asignacion hecha por la Legislatura para el décimo cuarto año emergente, fue solamente tres mil pesos (\$3,000) se consumio el treinta y uno de Mayo de mil ocho cientos sesenta y tres. En justicia debe hacerse una

asignacion de setenta y cinco pesos (\$75) para gastos eventuales de la oficina; para útiles de escritorio, luces, y combustible cincuenta pesos (\$50); y para gastos de viages ocasionados en el mes de Junio, despues que la ley revisada tuvo efecto, pero antes de principiar el décimo quinto año emergente, sesenta y seis pesos (\$66.)

ESTADO

Del Gasto de Asignaciones hechas para la oficina del Superintendente de Instruccion Pública—Décimo Cuarto Año Emergente.

Alquiler de Oficina.....	\$360 00
Portes de Correspondencia y "Express".....	569 26
Utiles de Escritorio, Luces y Combustible.....	190 12
Gastos de Viages.....	66 00
Total.....	\$1,185 37

ESTADO

De Gastos hechos durante el Décimo quinto año emergente, desde Julio 1° de 1863, hasta Diciembre 1° de 1863.

Alquiler de Oficina.....	\$187 50
Portes de Correspondencia y "Express".....	316 95
Utiles de Escritorio, Luces, y Combustible.....	72 50
Gastos de Viáges.....	311 25
Gastos Eventuales.....	50 00
Total.....	\$938 20
<i>Instituto de Maestros del Estado.</i>	
Alquiler del Salon, Táquigrafo, y Discursos.....	\$1,898 69

JOHN SWETT,
Superintendente de Instruccion Pública.



Suscrito y juramentado, ante mi, este dia diez y seis de
Noviembre de mil ocho cientos sesenta y tres.

W. O. ANDREWS,
Notario Público, San Francisco, California.

CONTRIBUCION DE ESCUELAS DEL ESTADO.

La medida mas importante y que demanda mas la atencion de los legisladores, es la de una contribucion de Escuelas del Estado para mejor sostener las Escuelas Públicas. Creo que el tiempo ha llegado en la historia de nuestro Estado cuando la absoluta necesidad de semejante medida puede completamente demostrarse, y cuando la eficacia de las Escuelas no puede aumentarse mucho sin ella. Siempre que se agite la cuestion de aumentar contribuciones, los contribuyentes y propietarios tienen derecho á que se le manifiesten suficientes y claras razones para ello y que el bien público lo requiere así. La condicion de las Escuelas Públicas segun esta manifestada en las estadísticas presentadas, son otras tantas pruebas convincentes de la necesidad de una contribucion del Estado para las Escuelas; pero la importancia de la cuestion demanda el que se añada argumento á la fuerza de los hechos y cálculos. Nuestro Sistema Americano de Escuelas Libres está basado sobre dos principios ó axiomas fundamentales.

Primero—QUE ES EL DEBER DE UN GOBIERNO REPUBLICANO Ó REPRESENTANTE, COMO UN MEDIO DE CONSERVACION PROPIA, PROVÉER Á LA EDUCACION DE TODO NIÑO.

Segundo—QUE LA PROPIEDAD DEL ESTADO DEBE CONTRIBUIR PARA PAGAR POR ESA EDUCACION.

Estas parecen simples proposiciones; sin embargo no han sido reconocidas ni observadas en ningún otro país que el nuestro. Ciertamente es que otras naciones tienen sus sistemas nacionales de instruccion parcialmente sostenido por el Gobierno, y bajo su direccion; pero ninguna nacion en la historia del mundo jamás ha organizado un sistema de Escuelas como el nuestro, manejado directamente por el pueblo, sostenido por contribucion; libres para todos, sin distincion de rango, riqueza, ó clase; y educando á todos los niños igualmente, ya sean extranjeros ó nacidos en el país, para que comprendan con inteligencia los deberes, derechos, privilegios, y honores de los ciudadanos Americanos.

Entre los enérgicos y emprendedores colonos de la Bahía de Massachusetts, donde á causa de la severidad del invierno, necesidades, sufrimientos, y guerra, los gérmenes de nuestro sistema Americano de Escuelas tuvo que luchar para establecer su existencia, las Escuelas Comunes y la contribucion estaban tan firmemente ligadas como lo estaba la contribucion y representacion.

Unos cuantos extractos de las leyes de la antigua Colonia demostrarán cuan temprano se establecio el sistema de Escuelas Libres. Una de las secciones de las leyes de la Colonia de Massachusetts de mil seis cientos cuarenta y dos contiene lo siguiente:

“Por cuanto la buena educacion de los niños es de una importancia y beneficio singular para cualquier Comunidad; y por cuanto muchos de los padres y maestros son demasiado indulgentes y negligentes en su deber á ese respecto; se ordena que los Sindicos de cada pueblo tengan el ojo vigilante con sus hermanos y vecinos, para ver, primero: que ninguno de ellos sufra *tanto barbarismo en algunas de sus familias como la de no enseñar por si mismos, ó por conducto de otros, á sus niños y aprendices suficiente instruccion que les pueda facilitar á leer perfectamente la lengua Inglesa*, bajo la pena de pagar veinte chelines por cada descuido á este respecto.”

En mil seis cientos cuarenta y siete esta ley fue seguida por otra, al

fin en las palabras del estatuto, “*que no se entierre la enseñanza en el sepulcro de nuestros padres en la Iglesia y la Comunidad,*” la que requería á cada pueblo de cincuenta familias facilitar un Maestro para instruir á todos los niños del pueblo á léer y escribir, y que cada pueblo de cien familias tendría que establecer una Escuela de Grámatica, con un Maestro competente para preparar á los juvenes para la Universidad ; que el gasto de estas Escuelas fuese erogado por el pueblo, ó por los padres de familia, segun el pueblo lo determinase.

En mil seis cientos noventa y dos la ley dispuso que estas Escuelas fuesen sostenidas *exclusivamente por medio de contribucion inpuesta sobre toda la propiedad del pueblo.*

En mil seis cientos sesenta y nueve, la Colonia de Plymouth decretó la siguiente ley.

“ Por cuanto el sostenimiento de buena literatura tiende muchísimo al adelanto de la prosperidad y estado floreciente de las sociedades y repúblicas, por tanto, esta Corte ordena, que en cualquier demarcacion en este gobierno, consistiendo de cincuenta familias ó mas, cualquier hombre aparente será obtenido para enseñar una Escuela de Grámatica, dicha demarcacion le concederá á lo menos doce libras esterlinas, *las que se recaudarán prorrateandolas sobre todos los habitantes.*”

Lo que sigue es la ley antigua de la Colonia de Connecticut para “establecer, fomentar, y sostener Escuelas.

“ Se decreta por el Gobernador, Concejo. y Representantes, en Corte General, y en virtud de su respectiva Autoridad : Que Cada Pueblo dentro de esta Colonia donde solo hubiese una Sociedad Eclesiastica, y donde existiesen Setenta Dueños de Casa ó Familias, ó mas de este número, á lo menos Once Meses durante cada Año estará Proveida y Tendrá y Sostendrá Una suficiente y buena Escuela para Enseñar é Instruir á los Jovenes y Niños á Léer y Escribir, cuya Escuela estará constantemente Proveida y Dirigida por un Maestro, suficiente y competentemente Calificado para ese Cargo.

“ Y tambien se Establecerá, Sostendrá, y constantemente se tendrá Abierta en cada Cabecera ó pueblo de Condado de los varios Condados, que actualmente ó en adelante se establezcan en la Colonia, La Cual estará continuamente Dirigida por alguna Persona Discreta de buena Conversacion, y bien Versada é Instruida en los Idiomas de Instruccion, Especialmente el Griego y Latin.”

Para sostener estas Escuelas, se impuso y recaudó una contribucion de “ Cuarenta Chelines ” sobre cada “ Mil Libras en las Listas de los Respectivos Pueblos.”

Muchos de los condados mas ricos de California, impusieron este año una mas pequeña contribucion de Escuelas que la que fue pagada por los endurecidos Colonos de Connecticut.

Horace Mann, en su Décimo Informe Anual de Massachusetts, dice :

“ Es imposible para nosotros poder adecuadamente concebir la grandeza de la medida dirigida á la educacion universal por medio del establecimiento de Escuelas Libres. De hecho no tiene precedente en la historia, del mundo entero, y como teoría, pudo haber sido refutada y acallada con mas formidables y fuertes argumentos que jamas la experiencia pudo haber presentado contra ninguna otra institucion de origen humano. Mas el tiempo ha ratificado su solidez. Dos siglos de operacion con buen

éxito actualmente la proclama tan sabia como fomentadora, y tan benéfica como desinteresada. Toda comunidad del mundo civilizado le adjudica el premio de la victoria, y nuestros Estados, y las naciones extranjeras, según su grado de inteligencia, están siguiendo el brillante ejemplo. Lo que llamo las ilustradas naciones del Cristianismo se están aproximando, por pequeños grados, á la elevación moral que nuestros antepasados alcanzaron de un solo golpe; y las tardías convicciones de la una, por el período de dos siglos se han estado asimilando con las instituciones de la otra.

“El establecimiento de Escuelas Libres fue uno de esos experimentos grandemente mental y moral cuyos efectos no pueden desarrollarse y hacerse manifiestos durante una sola generación. Pero ahora, según se computa la vida humana, nosotros somos la sexta generación de sus fundadores; ¿y no tenemos razón de estar agradecidos tanto á Dios como al hombre, por sus innumerables bendiciones? La sinceridad de nuestra gratitud debe manifestarse por nuestros esfuerzos para perpetuar y mejorar lo que ellos establecieron. La gratitud de los labios es solo una oferta profana.”

En el año de mil setecientos ochenta y cinco, se presentó al antiguo Congreso una ordenanza para disponer de las Tierras Públicas, fue referida á una comisión, y fue decretada el veinte de Mayo, en la cual se dispuso que la sección diez y seis de cada demarcación sería reservada “para sostener las Escuelas Públicas.”

La celebrada ordenanza de mil setecientos ochenta y siete, que confirmó las disposiciones de la ordenanza sobre tierras de mil setecientos ochenta y cinco, además declaró que siendo “la RELIGION, MORALIDAD, y CONOCIMIENTO, requisitos necesarios para el buen gobierno y la felicidad del género humano, que las ESCUELAS, y los medios de EDUCACION, para siempre serían fomentados.”

Como resultado de esta noble política, más de cincuenta millones de acres de las Tierras Públicas fueron separados para objetos de educación.

Sin embargo, nuestro Sistema de Escuelas Libres, parecido al pino que nace en las montañas, es una planta que crece muy despacio; la razón quizás, está firmemente arraigada en los corazones del pueblo.

Solo tres Estados, al tiempo de adoptarse la Constitución, hicieron prevención constitucional para el sosten de las Escuelas Libres. Pero cada Estado ha seguido al otro, uno después del otro formando fila, hasta que en casi todos los Estados leales se ha reconocido el principio democrático, que las Escuelas Libres deben ser sostenidas por medio de contribución, para el beneficio de todas las clases del pueblo.

California es la excepción más sorprendente, pues solo como una tercera parte de sus Escuelas son Escuelas Libres; dos terceras partes son en parte sostenidas por suscripción—asi es que se hace contribuir á los individuos en lugar de la propiedad.

El dinero recaudado para el sosten de las Escuelas Públicas en los diferentes Estados es comunmente derivado de los siguientes ramos.

Primero—Intereses sobre Fondos de Escuelas derivados de la venta de Tierras Públicas reservadas por el Gobierno General para uso de las Escuelas.

Segundo—Contribución de Condado ó demarcación;

Tercero—Contribución de Distrito; y,

Cuarto—Contribución del Estado.

Casi todos los Estados han encontrado necesario imponer una contribución directa del Estado para el sosten de las Escuelas, en adición

á las contribuciones de condado, demarcacion ó distrito. El ejemplo de otros Estados mas antiguos podrá enseñar una leccion útil á California.

Illinois tiene derecho de ser oido primero que todos; pues, como el fruto de su noble y liberal prevencion para sus Escuelas Públicas—plantel de patriotismo—ha mandado *cinco mil* de sus Maestros Patriotas al Ejercito Nacional, y levantaron para el Gobierno ocho mil hombres mas que el requerido contingente. Bien puede el Estado (que por tan largo tiempo fue representado en el Senado de los Estados Unidos por Stephen A. Douglas, graduado de una Escuela de Distrito en Vermont—quien ha mandado á otro de sus hijos adoptivos, tambien un muchacho de una Escuela Pública, para dirigir los destinos de la Nacion en su crisis mas peligrosa) bien puede, digo, estar orgullosa de su historia y de sus Escuelas. Tiene un Fondo de Escuelas de cerca de cuatro millones de pesos (4,000,000); ha recaudado de contribuciones de distrito durante el año pasado, mas de un millon de pesos (\$1,000,000); y todavia, ademas, ha recaudado una contribucion del Estado para Escuelas de dos milésimos sobre cada peso.

La siguiente comunicacion del Superintendente del Estado de Illinois se esplica por si misma:

DEPARTAMENTO DE INSTRUCCION PÚBLICA,
Springfield, Illinois, Setiembre 23, 1863. }

Hon. JOHN SWETT,

Superintendente de Instruccion Pública, Estado de California:

MUY ESTIMADO SEÑOR:—Vuestra apreciable del veinte de Agosto fue recibida en debido tiempo, y hubiera V. recibido una contestacion mas pronta sínó me hubiese hallado ausente de mi casa por largo tiempo.

Tengo el gusto de comunicar á V. la informacion solicitada, y espero que la encuentre V. de utilidad para el objeto mencionado en la suya.

Aquella parte de nuestro Fondo de Escuelas Comunes que es derivado de una directa contribucion del Estado, y la cual es denominada el “Fondo de Contribucion del Estado,” es recaudada por medio de un impuesto y avaluacion anual, por autoridad legislativa, en virtud de la Ley de mil ocho cientos cincuenta y cinco, “para establecer y fomentar un sistema de Escuelas Libres,” de una contribucion de dos milésimos ad valorem sobre toda la propiedad imponible del Estado. En seguida encontrará V. un estado de las sumas de contribucion de Estado prorateadas á los condados por nuestro Auditor del Estado por un término de varios años, principiando con el año de mil ocho cientos cincuenta y seis, é incluyendo el año de mil ocho cientos sesenta y dos. De las sumas asi prorateadas, observará V. que el *maximum* fue alcanzado en mil ocho cientos cincuenta y nueve, desde cuyo año ha decaido. Este hecho no es atribuible, á ningun “cambio de base” en nuestro principio de imponer contribucion, pero simplemente á causa de haberse disminuido el valor de la propiedad, consiguiente á los reveses monetarios del pais.

Sumas de Contribucion del Estado Prorateadas á los Condados.

Mil ocho cientos cincuenta y seis.....	\$606,809 51
Mil ocho cientos cincuenta y siete.....	660,000 00
Mil ocho cientos cincuenta y ocho.....	743,000 00
Mil ocho cientos cincuenta y nueve.....	763,231 00

Mil ocho cientos sesenta	738,183 00
Mil ocho cientos sesenta y uno.....	678,751 00
Mil ocho cientos sesenta y dos.....	664,000 00

Nosotros creemos que el mas bajo punto de depresion ha sido alcanzado, y anticipamos un aumento en la contribucion del Estado correspondiente con el reciente aumento en la valuacion de la propiedad.

De V. verdaderamente,

JOHN P. BROOKS,
Superintendente de Instruccion Pública.

Michigan se encuentra lado á lado con Illinois en el impuesto de la contribucion de dos milésimos. La siguiente carta ha sido recibida del Departamento de Instruccion Pública de ese Estado:

DEPARTAMENTO DE INSTRUCCION PÚBLICA,
Oficina del Superintendente, Lansing, Mich., S'bre 12, 1863. }

Hon. JOHN SWETT,
Superintendente de Instruccion Pública, California: /

ESTIMADO SEÑOR:—En contestacion á vuestra apreciable del veinte último, diré á V.: Que nuestra contribucion de Escuelas por Estatuto está fijada en dos milésimos por año sobre cada peso del valor de la valuacion de la propiedad; cuyo valor verdadero asciende á cerca de la mitad ó dos terceras. El total del año pasado ascendió á cerca de dos cientos cincuenta mil pesos, (\$250,000.) Esto solo puede usarse para pagar á los Maestros. Fue aumentada de un milésimo á dos milésimos en mil ocho cientos cincuenta y nueve; y no obstante el estado de los tiempos, nadie ha hecho ningun esfuerzo para volver otra vez al milésimo.

En el mes de Mayo último, prorateamos ciento treinta mil pesos (\$130,000) de intereses sobre el Fondo de Escuelas, sobre dos cientos sesenta y un mil niños entre cinco y veinte años de edad. Esto tambien es solo para pagar á los Maestros.

En adicion á lo ante dicho, los distritos graduados en número de mas de ciento, pueden recaudar la suma que gusten; y todos los otros distritos las sumas que deséen, no excediendo de un peso (\$1) por cada discipulo. Cerca de ochenta y cinco mil pesos (\$85,000) se recaudó de este modo el año pasado.

Esto comprende todas las contribuciones sobre propiedad para el pago de Maestros; las cuentas de proratóo, en adicion ascendieron el año pasado á solo cuarenta y tres mil pesos (\$43,000.)

Las contribuciones impuestas por los distritos sobre la propiedad para otros objetos—contruccion, etc.—ascendieron á ciento sesenta y dos mil pesos (\$162,000.) Doy los numeros completos.

Esto dará á V. una buena idéa de nuestra carga de contribuciones por Escuelas Primarias, de lo cual muy pocos se quejan.

Tambien se paga de la Tesoreria del Estado, para la Universidad, seis mil pesos (\$6,000;) para el Colegio Agrícola, nueve mil pesos (\$9,000;) para la Escuela Normal seis mil quinientos pesos (\$6,500.)

Tenemos mucho gusto de haber oido de su triunfante re-eleccion.

Muy respetuosamente de V.

J. M. GREGORY.

Por C. B. STEBBINS,

Delegado Superintendente de Instruccion Pública.

Ohio impone una Contribucion de Estado para Escuelas de uno y tres décimos de milésimo sobre el valor de la valuacion de toda la propiedad del Estado, de la cual se recaudó el año pasado un millon y setenta y cuatro mil pesos (\$1,074,000) ademas de un millon y quinientos mil pesos (\$1,500,000,) por medio de contribucion de Distrito. Ohio solo está en segundo lugar comparado con Massachusetts en la suma de dinero recaudado para uso de las Escuelas por cada habitante blanco; y su sistema de Escuelas no tiene igual.

El Superintendente del Estado de Pennsylvania escribe como sigue:

PENNSYLVANIA, DEPARTAMENTO DE ESCUELAS COMUNALES, }
Harrisburg, Setiembre 11, 1863. }

Hon. JOHN SWETT,

San Francisco, California:

SEÑOR:—Vuestra carta de informacion ha sido recibida. Permítame V. en contestacion decirle que no tenemos en este Estado ninguna contribucion uniforme de Estado para objetos de Escuelas. Nosotros distribuimos una suma especial cada año, la que es pagada de la Tesoreria del Estado, y la suma tiene que ser fijada cada año por Ley de la Legislatura. Para el año corriente está fijado en tres cientos diez y seis mil ocho cientos veinte y cinco pesos, (\$316,825.) Esto es dividido entre los distritos, y entonces los Directores de Escuelas de los distritos, ó demarcaciones, lo que viene á ser lo mismo, recaudan por medio de contribucion una suma suficiente para mantener las Escuelas en operacion mas de cuatro meses sí lo considerasen conveniente. Este tanto por ciento ó cuota cambia materialmente en los diferentes distritos; pero el término medio en el Estado el último año, ó en el año que finalizó el cuatro de Junio de mil ocho cientos sesenta y tres, ascendió á cuatro y setenta y cinco centecimos de milésimo; y la suma que de esta manera se recaudó ascendió á un millon seis cientos ochenta y seis mil noventa y cinco pesos y tres y un cuarto de centavo (\$1,686,095 03¼.) Creo haber remitido á V. hacen algunas semanas, una copia de nuestro último informe, y nuestra Ley de Escuelas; sí no los ha recibido V. sirvase V. informarme, y le mandaré otros.

Muy respetuosamente de V.,

C. R. COBURN,

Superintendente de las Escuelas Comunales.

Thomas H. Burrowes, ex-Superintendente de Pennsylvania, en su último informe se expresa como sigue respecto á la asignacion del Estado:

“La firmeza de la Legislatura en sostener asignaciones liberales para

las Escuelas Comunes, ha sido de una ventaja incalculable para el sistema, pues ha animado á sus amigos, ha robustecido á los distritos débiles, asegurando la correccion de los abusos locales, y mejor cumplimiento con los términos de la ley. La continuacion de esta juiciosa línea de política es recomendada con ahinco. Anualmente se hacen asignaciones para las prisiones y casas de refugio; para el ciego, el sordo, el débil de mente y el insano; y su justicia nunca es duda. Pero seguramente que nuestro ejercito de niños de las Escuelas Comunes, seis cientos mil en número, con mentes plásticas en condicion normal, cuya educacion y direccion tiene que guiar el destino de la Nacion, no son menos dignos del generoso cuidado y fomento de los representantes del pueblo."

Wisconsin manda lo siguiente :

OFICINA DEL SUPERINTENDENTE DE INSTRUCCION PÚBLICA, }
Madison, Wisconsin, Setiembre 11, de 1863. }

Hon. JOHN SWETT,

Supt. de Instruccion Pública, San Francisco, Cal.:

ESTIMADO SEÑOR :—Acabo de recibir vuestra apreciable del veinte y uno de Agosto.

No tenemos ninguna contribucion directa para objetos de Escuelas. Sin embargo nuestras leyes del Estado, requieren que cada pueblo imponga y recaude una contribucion á lo menos de la mitad de la suma recibida durante el año anterior del Fondo de Escuelas del Estado. Esto ha hecho necesario un impuesto de cerca de tres cuartos de milésimo sobre cada peso de la valuacion. El límite fijado por el Estatuto es tres milésimos sobre el peso. Por varios años pasados el término medio no ha sido menos de dos tercios de milésimo.

La suma total recaudada por contribucion durante el año pasado para el uso de las Escuelas, incluyendo contribuciones de distrito, ascendio á cerca de tres y un cuarto de milésimo sobre el peso. La ley no fija ningun límite sobre la contribucion de distrito, excepto en los distritos donde viven menos de dos cientos cincuenta habitantes. El límite es entonces seis cientos pesos (\$600) en cualquier año para objetos de Escuelas.

Me parece que el mejor y mas justo medio sería el que V. propone adoptar, esto es, formar un Fondo de Escuelas por medio de contribucion del Estado. Es mucho mas uniforme y se paga con mas seguridad que de ningun otro modo.

De V., su affmo, S. S.

J. L. PICKARD,
Superintendente de Instruccion Pública.

Kentucky impone una contribucion de Estado para las Escuelas de la mitad de un milésimo sobre el peso. Su política liberal de Escuelas la ha salvado de las garras de la rebellion. El Superintendente del Estado en el informe de mil ocho cientos sesenta dice:

"El segundo método de continuar y extender nuestro plan de educacion popular, por medio de la contribucion de cinco centavos sobre cada cien pesos del valor de la propiedad imponible dentro del Estado, promete ser permanente, y es la causa principal de la rápida y completa extension del sistema de Escuelas. En un Estado como Kentucky, en muchos lugares poco habitado, pero presentando en todas partes una

ilimitada capacidad de produccion—en agricultura, comercio, artes, manufacturas, y minas—el impetu dado á la educacion por el Gobierno es un asunto de casi indispensable necesidad.

“Nuestro sistema de Escuelas es seguro. En punto de permanencia la clasifico con aquellos tres grandes departamentos entre los cuales la Constitucion ha distribuido los poderes de nuestro Gobierno de Estado—el Legislativo, Ejecutivo, y Judicial.

“¿Acaso cometemos un error en poner el mas grande interes en la obra de educar á las masas en este Estado, ó elevarla al grado mas alto é importante? Ya es aparente y cada año lo será mas, de que Kentucky ha sido muy afortunado en la adopción de un sistema completo de educacion. En sus Escuelas Comunes descansa el ancora de su seguridad.

“Kentucky, el fundador entre los Estados del Sud de la gran obra de la educacion popular, ha luchado mas por la paz, mientras que los cárdenos fuegos de la revolucion ascuaban á su rededor y amenazaban invadir su territorio.

“Bien dijo el Lord Brougham, uno de los mas grandes reformadores modernos, hablando del ‘Duque Iron,’ cuyo iliberal política de estado ajó los laureles ganados por su valor, ‘que no temía ningun ataque inconstitucional del Duque de Wellington contra las libertades del pueblo de Inglaterra. Habia otra persona afuera mas poderosa que el Duque de Wellington—el Maestro de Escuela estaba afuera.’ Y así sucede en Kentucky. Existen varias causas que dirigen los presentes destinos de nuestro Estado, y ninguna entre ellas se encuentran en el hecho de que ‘el maestro de Escuela está afuera.’ El Conocimiento de sus muchísimos Distritos de Escuelas principian á tomar parte en el conflicto. ‘La defenza barata de las naciones’ ha sido probada en este dia de prueba nacional. Si una suma igual á una décima parte de las inmensas sumas que actualmente se recaudan por toda la Union, se hubiese dedicado, hace años, en fomentar la informacion popular, la ilustracion moral hubiera salvado los males que actualmente tienen que salvarse con la mano del poder físico. Las facciones seccionales, que no se hallan reducidos á un número limitado, sino que se encuentran extendidas por todos los lugares de la Union, deben su buen éxito, y aun su existencia á una causa—á la ignorancia; ignorancia de las verdaderas relaciones que deben existir para siempre entre un buen gobierno y un pueblo libre, ignorancia de nuestros propios deberes, ignorancia de los derechos de otros.

“Era la vanagloria de ‘Sir Edward Coke,’ y por muchos siglos ha sido el mérito coronado de la Ley Civil, que la justicia debe ser igual con todos.’ Así deberia ser el premio de nuestras Escuelas Comunes, que esparce por todos los lugares de la tierra la luz del conocimiento. Los hombres ricos, tanto como la viuda pobre cuando tienen algunos daños que reclamar, comparecen ante el mismo tribunal de justicia. Ellos adoran en el mismo altar. *Sus hijos deben ser educados en las mismas Escuelas.*

“Una revolucion que cerrase las puertas de todas nuestras Escuelas Públicas, sería en mi opinion mas calamitosa en sus efectos en el pais, que la que actualmente amenaza derrocar nuestras instituciones políticas. No solamente denacionalaria, lo cual es bastante malo, sino que al fin completamente desmoralizaria á nuestro pueblo. En verdad, que es un invariable característico de las revoluciones, que las que subvierten los intereses de la educacion de un pais, no importa la manera como se principie, todas concluyen en una edad de oscuridad.”

El Gobernador Bramlette en su último mensaje paga el siguiente tributo elocuente á las Escuelas Públicas.

“ En medio de las terribles calamidades que nos ha forzado la rebelion, no debemos permitir que los presentes trastornos nos hagan olvidar nuestras obligaciones y deberes del futuro. La educacion de nuestra juventud debe siempre fomentarse. Nuestras Escuelas Comunales deben ser protegidas con verdadera solicitud. Debemos enriquecer la mente de nuestra futura juventud. Y mientras que le trasmitimos una herencia intacta de libertad, debemos mirar que se encuentren habilitados para recibirla y traspasarla á sus sucesores sin malgastarla y mas enriquecida. Nuestros Jacksons, nuestros Clays, nuestros Websters se han ausentado, dejándonos la luz de su ejemplo, la sabiduria de su consejo, los tesoros de su fama como parte de nuestra herencia. Y por último, aunque no menos, el del sabio consejo, la pureza de elocuencia, y el modelo de la caballería, el tipo del puro y sublime patriotismo — ese perfecto modelo de un Kentuckian, John J. Crittenden, se ha reunido á sus padres, y Kentucky se ha quedado desolado y en duelo. Debemos mirar nuestras Escuelas Comunales como los planteles de los hombres, para llenar sus lugares y prolongar su fama.”

Nueve York impone una contribucion de Estado de tres decimos de un milésimo sobre cada peso. Sobre este punto el Hon. Victor M. Rice, Superintendente de Instruccion Pública en su noveno informe anual de ese Estado, dice :

“ CONTRIBUCION DEL ESTADO.

“ Se créé que es innecesario repetir los argumentos que tan ámenudo y con tal fuerza se han presentado al público de varios orígenes, para manifestar que es el deber como tambien del interes del Estado hacer una suficiente provision para la educacion de sus niños. Ni tampoco se considera necesario repetir las razones por la cual debe hacerse esto por medio de contribucion sobre la propiedad ; pues el pueblo dos veces ha declarado en la urna electoral, por inmensas mayorias, que este es el único medio propio, y por medio de sus representantes en la Legislatura, desde entonces han dado efecto á esa declaracion, dceretando leyes requiriendo el que anualmente se impusiese y recaudase una contribucion de Estado, y que su producto fuese distribuido para el sosten de las Escuelas Comunales. Durante estos once años pasados, mas de once mil Distrito de Escuelas han participado anualmente de esta generosa provision ; y su sabiduria ha sido demostrada por una aprobacion casi universal, y por el rápido progreso de las Escuelas en eficacia y favor populer, segun lo ha manifestado el aumento constante de la cuota de asistencia.

“ Cuan general es la conviccion de que las Escuelas Comunales deben ser sostenidas, aun en las circunstancias mas apuradas, se hace ver por el sosten liberal que se les extendió durante el año pasado por el pueblo, en sus juntas de Escuelas y por conducto de sus autoridades locales. Durante aquel tiempo, se recaudó por medio de contribucion local y de cuentas de proratóo, en los distritos del campo, la suma de novecientos catorce mil seis cientos diez pesos y noventa y dos centavos ; y en las ciudades un millon quinientos sesenta mil cuatro cientos cincuenta y seis pesos, y cuarenta centavos para su sosten. De ningun otro modo pudo la voluntad del puebla haberse expresado con mas fuerza y claridad respecto á ellas ; y se créé que abandonar una política contra su voluntad de esa manera expresada—política cuya historia es tan afortunada de buena

resultados, y á la cual han estado por tanto tiempo acostumbrados—no podia recibir su aprobacion, y no solo sería ruinoso á las distritos del campo, pero conduciría á renovar la controversia que tan felizmente se arregló en el año de mil ocho cientos cincuenta y uno, y á la cual desde entonces todas las partes se han sometido.

“La concepcion de la posibilidad, no probabilidad, de que se intente reducir el total de la contribucion del Estado, descontinuando esta parte de ella, y de esa manera causando un daño duradero é inmerecido sobre la generacion bajo tutelage, ha sido lo que me ha hecho llamar vuestra atencion á este asunto.”

Massachusetts no tiene contribucion de Estado, sus contribuciones de Escuelas son impuestas por las mismas corporaciones municipales, ciudades y pueblos, en virtud de un estatuto que dispone el que se recaude á lo menos un peso y cincuenta centavos (\$1 50) por cada niño entre cinco y quince años de edad. La suma recaudada por contribucion por cada niño en el Estado entre cinco y quince años de edad, en el año de mil ocho cientos sesenta y dos ascendió á seis pesos y cuarenta y cuatro centavos (\$6 44.) Sus bien adquiridos pesos—ganados por los hijos de la industria del oceano, de la nieve, del granito, de un suelo estéril, de talleres cargados, de obras y molinos inmensos se derraman con generosidad en sus Escuelas Públicas. Mira con orgullo las obras desmanteladas en el Puerto Hudson, mira á Texas, y se acuerda que Banks no hace mucho que era uno de sus muchachos de las Escuelas Públicas, y que él, tipo representante de una clase de hombres descendientes de los muchachos de Escuelas quienes visitaron al General Gage para demandarle reparacion de agravios. Unos cuantos extractos manifestarán el modo como se sentía el pueblo del antiguo “Bay State” respecto á sostener las Escuelas.

El Gobernador Andrew, Presidente de la Junta de Educacion del Estado, en el último informe anual de la Junta, dice :

“El meláncolico acontecimiento de la guerra civil en nuestra tierra claramente ha descubierto tres hechos importantes: *Primero*—Que en medio de tal calamidad los intereses de educacion estan sujetos, ante todo, á sufrir detrimento. *Segundo*—Que el verdadero valor de la educacion para una comunidad está revelado en una luz que no es perceptible en tiempos corrientes. *Tercero*—Que la estabilidad y prosperidad del Estado debe ser en proporcion de la intelijencia de sus ciudadanos.

“Cuando en gran grado se separán los negocios de su esfera comun, y el Gobierno, tanto el del Estado como el Nacional, se vé obligado á imponer fuertes contribuciones para sostenerse; cuando en muchos Estados las instituciones de educacion se suspenden enteramente ó en parte, y se aplican sus fondos para otros objetos—los amigos del fomento público naturalmente inquirirán con gran interes, por no decir con ahinco, cuanto ha sufrido la causa de educacion en nuestro propio Estado?

“Cinco años pasados la suma recaudada de contribuciones para la educacion de cada niño en el Estado entre cinco y quince años de edad, ascendía á cinco pesos ochenta y dos centavos y nueve milésimos. La suma recaudada el año pasado con el mismo objeto, ascendió á seis pesos y cuarenta centavos.

“Entonces gozaba el pais de las bendiciones de la paz, pero sufría á causa de un severo trastorno financiero. Actualmente, nos encontramos en medio de una espantosa lucha para preservar nuestras libres instituciones de la ruina; tenemos que contribuir en gran escala con hombres,

dinero, y todos los necesarios para llevar adelante la guerra; no obstante el pueblo manda á sus niños á las Escuelas, y con liberalidad suministra los medios para su sosten. Cuando se considera el hecho, que durante este mismo año durante el cual los ciudadanos de Massachusetts han recaudado por medio de una contribucion impuesta entre ellos mismos, la generosa suma de un millon quinientos mil pesos (\$1,500,000) para objetos de educacion, que tambien han contribuido en ayuda del Gobierno Federal millones de pesos y decenas de miles de hombres para sufocar una injusta rebelion, la prueba es positiva, que el pueblo conoce tanto sus intereses como sus deberes, y que siempre se le encontrará fiel en ambos.

“Durante mas de dos siglos se ha robustecido la conviccion, que el impartir conocimiento y cultivar el intelecto son indispensables, no solo para preservar las instituciones que nos han legado nuestros padres, sinó para desarrollar nuestros recursos materiales, y ultimamente resolver el gran problema, tan amenudo intentado sin buen éxito, que el hombre es capaz de gobernarse á si mismo. Con este fin el sistema de instruccion pública ha continuado sin interrupcion hasta la actualidad. La mas sabia legislacion, los mas juiciosos consejos, y contribuciones liberales, todos se han sometido á la gran obra de perfeccionar este sistema.

“Lo que Massachusetts es, ó posée, se debe en gran parte á su generoso sistema general de instruccion. Esto es lo que ha desarrollado el conocimiento experto de las artes mecánicas, por lo cual cada hogar dentro de sus bordes se encuentra rodeado de todas las comodidades y necesarios de la vida que apenas se encuentran en ninguna otra parte. Esto es lo que le que le facilita poder mandar sus mecánicos para desempeñar obras para los principales Gobiernos de Europa, los cuales con la habilidad de sus propios obreros, todavia no han podido conseguir. Esto es lo que esparce por las extensas praderas del oeste los implementos de agricultura que casi trabajan por si solos, con los cuales se saca de una tierra exuberante alimento para millones, tanto para esta gran nacion como para las que se hallan al otro lado del mar. Nos facilita el poder conocer nuestros derechos, nos pone armas en nuestras manos, y nos inspira un valor para usarlas cuando esos derechos son amenazados. La declaracion que dice, alli está lo que se esparce y no obstante se aumenta, nunca se verificó mas completamente que en la liberal disposicion para la educacion que el pueblo de Massachusetts siempre ha estado acostumbrado de hacer para sus hijos.

“Como se aumenta la contribucion ocasionada por la guerra, puede ser que esto induzca á considerar si es que no deben disminuirse los gastos de educacion. Si fuese asi, la cuestion requiere una madura consideracion antes de obrar sobre élla. El periodo de educacion es corto para el niño. Córtese uno, dos, ó tres años de instruccion, ó lo que es todavia peor, deseñe Maestros inferiores, y lo que pierde es perdido por toda la vida. Privese á toda una comunidad de instruccion, y primeramente llegará á ser degradada y viciosa, despues débil y miserable. El movimiento de nuestra maquinaria de educacion, ni aun puede retardarse sin una pérdida inmensa, la que tendria que sentirse en cada departamento de la sociedad. Los intereses de mas de doscientos mil niños dependen sobre la provision que se haga para su educacion. Cada uno de estos niños tiene que ser un agente activo, preparado por la instruccion asi suministrada, para ejercer un influjo sobre la comunidad. En sus manos recaerá muy pronto el poder politico, el molde del carácter moral é intelectual, como tambien el mando de los intereses materiales de la Comunidad.”

El Secretario de la Junta, Joseph White, cierra su informe con lo siguiente :

“ La locura y debilidad del padre y madre que detiene el desarrollo de sus hijos y les impide su carrera para siempre, con el objeto de evadir el aumento del gasto de su manutencion y ropa, solo tiene paralelo con el que detuviese el desarrollo intelectual, y que constriñe y sujeta las naturalezas morales y espirituales de toda una generacion, con el objeto de escaparse del aumento anual de contribucion de unos cuantos milésimos sobre el peso.

“ Mas existe otra idea La guerra que nos impone contribuciones no es tanto una guerra de hombres como de instituciones. Es el espantoso choque de cada una de las dos diversas y hóstiles civilizaciones, cuyos grandes caracteristicos son, la inteligencia y libertad de las masas en la una, y la ignorancia y servidumbre de la mayor parte de la otra. ¿Y nosotros que nos vanagloriamos de la superioridad de la primera, dejaremos de tener abiertas, y que completamente se llenen, las fuentes de esa inteligencia y virtud, que es su ojo y mano derecha?

“ ¿ Cuando el enemigo está asaltando las murallas, minaremos la ciudadela con mano suicida? Cuando nuestros juvenes educados en nuestras Escuelas Libres para sentir el puro patriotismo y el valor heroico, abandonan los hogares de su niñez y se dirijen llenos de animacion y valor al espantoso conflicto, nosotros que quedamos atras sin pasar por ningun sacrificio, y aun ni siquiera privados del lujo, permiteremos que languidezcan esas instituciones por falta de un sosten generoso, y por las cuales estan voluntariamente derramando su sangre preciosa? No es ahora el tiempo mas aparente de todos los otros — cuando la presion y dificultades nos rodean — elevar segun la ocasion, y reunir á nuestro abrededor nuestras libres instituciones, tanto en nuestros hogares como en el campo de batalla, y redoblar nuestros esfuerzos para sostenerlas? Entonces pues no faltemos, ni vacilemos en sometermos á cualquier sacrificio; y si necesario fuese economizemos en todo lo demas; no solo eso, cabemos la tierra, supliquemos, hagamos cualquier cosa menos robar, de manera de proveer los medios para siempre tener franca la entrada de nuestras Escuelas Públicas en cada palmo de tierra cubierta por la bandera de nuestras antepasados.”

Pues cuando tales Estados como Illinois, Wisconsin, Kentucky, Nueva York, y Ohio, encuentran necesario sobreañadir una contribucion de Estado á las contribuciones de demarcacion y distrito, será probable que sin la misma ayuda alguna vez pueda establecerse en California un sistema eficaz de Escuelas Libres?

Generalmente se dice de dejar la cuestion de contribucion á los ciudadanos de cada distrito; el hecho de que solo diez y ocho distritos votaron por una contribucion el año pasado, es una buena prueba que los distritos na cumplirían con su deber. Si se alega que las Juntas de Supervisores de los diferentes condados impondran una contribucion suficiente para sostener buenas Escuelas, la estadistica de la condicion de las Escuelas prueba lo contrario. Solamente cuatro condados en el Estado imponen el maximum de la cuota concedida por ley.

El Condado de Santa Clara, con una lista de valuacion de seis millones de pesos (\$6,000,000) ó sea mil quinientos pesos (\$1,500) per cada niño, solo impone una contribucion de condado de diez centavos sobre cada cien pesos.

El Condado de Sonoma con una lista de valuacion de tres millones tre

cientos noventa mil pesos (\$3,390,000) solo impone la misma baja proporcion.

El Condado de Napa con tres millones de pesos (\$3,000,000) en propiedad imponible recauda la misma pequeña cuota de contribucion de Condado para sus Escuelas.

El estado ó tabla número nueve exhibe la suma de propiedad imponible durante el año pasado en cada condado, y la cuota de contribucion de Escuelas del Condado.

Examinando la tabla siete, que manifiesta la suma de dinero recaudado el último año por contribucion de condado en cada condado para la educacion de cada niño entre cuatro y diez y ocho años de edad, encontramos, que mientras San Francisco recaudó once pesos y noventa centavos, (\$11 90.) San Luis Obispo recaudó *diez y ocho centavos!* Siete condados recaudarán menos de un peso; trece condados mas de un peso y menos de dos; once condados, entre dos y tres pesos; ocho condados, entre tres y cuatro pesos; dos condados, entre cuatro y cinco pesos. Hay alguien tan ciego que no perciba la necesidad de un decreto legislativo para alcanzar á las Juntas de Supervisores, quienes por salvar un peso al año en su propiedad imponible, se alegrarían de cerrar las puertas de las Escuelas nueve meses en el año?

Se dice que el dinero recaudado por medio de una contribucion de Escuelas del Estado seria desigualmente distribuido entre los condados bajo la presente base de prorateo de conformidad con el número de niños. Examinandose la Tabla diez, que manifiesta la suma que se recaudaria en cada condado de una contribucion de medio milésimo, y la suma que se prorataria á cada condado, se veria que muy pocos condados ganan ó pierden ninguna cosa pues la mayor parte de ellos reciben casi exactamente la suma que pudiesen recaudar.

San Francisco á consecuencia de la gran concentracion de su capital, recaudaria treinta mil pesos (\$30,000,) y solo recibiria diez y seis mil pesos (\$16,000); pero por la relacion que esa ciudad tiene con el resto del Estado, bien puede ser liberal.

¿Acaso descansaremos en el interes del Fondo de Escuelas para el sosten de nuestras Escuelas Públicas? Nuestro Fondo de Escuelas llega á menos de un millon de pesos y no se llegará á aumentar mucho durante algunos años mas. El proratóo anual de ese origen solo asciende á un peso (\$1) por niño; ¿es eso suficiente para educar propiamente á los niños?

¿Podrá decirse, en vista de los hechos, que California cumple con todo su deber en sostener las Escuelas Públicas? De contribucion solo recauda cuatro pesos cuarenta y dos centavos (\$4 42) por niño, y la suma total recaudada de toda clase de origen, incluyendo cuentas de proratóo, solo asciende á siete pesos (\$7 00.) Massachusetts recaudó el año pasado por medio de contribucion seis pesos cuarenta y cuatro centavos (\$6 44) por niño; y como el costo de educar en California es á lo menos cuatro veces mayor que en aquel Estado, para que se considere una provision liberal, debemos recaudar veinte y cinco pesos (\$25) por niño. El costo de educar á un niño en las Escuelas Publicas durante diez meses en el año, en San Francisco, donde es económico á consecuencia de la clasificacion, y la concentracion de grandes números, es veinte y un pesos (\$21) por año. ¿Es acaso una proporcion de siete pesos por cada niño suficiente para todo el Estado? San Francisco percibe de toda clase de origen trece pesos y setenta centavos (\$13 70) por niño; y sin embargo de esta liberal provision las Escuelas Públicas están completamente llenas, y mil niños mas asistirian á ellas si hubiese lugar.

Es acaso propio que los legisladores crucen sus brazos con indiferencia apática, cuando VEINTE MIL NIÑOS DE EDAD DE ESCUELA, ó VEINTE Y CINCO Y MEDIO POR CIENTO SE INFORMA DE QUE NO ASISTEN Á NINGUNA ESCUELA? ¿Es este el modo de reconocer el principio “que es el deber y obligacion del Gobierno provéeer para la instruccion de toda la juventud?” Cuando el término medio del tiempo que estan abiertas las Escuelas solo es seis meses durante el año, ¿es acaso probable que los niños puedan educarse mas que á medias? Cuando el término medio de asistencia diaria á las Escuelas Públicas es solo veinte y cinco por ciento del total número de niños en el Estado en edad de asistir á la Escuela, y la proporcion de asistencia sobre todo el número empadronado es solo cincuenta y cinco por ciento, ¿podrá decirse que el Estado educa á sus niños?

Cuando California solo tiene doscientas diez y nueve Escuelas Libres, de setecientas cincuenta y cuatro Escuelas Públicas, ¿puede acaso vanagloriarse en presencia de los otros Estados leales, cuyas Escuelas son *todas Escuelas Libres*?

Si hay algun Estado en la Union que necesite mas el sistema de Escuelas Libres, ese Estado es California. Su poblacion es compuesta de todas las naciones. La siguiente generacion será compuesta de los átomos heterogeneos de todas las nacionalidades. Nada puede Americanizar este caos de elementos é infundirle el espíritu de nuestras instituciones sinó las Escuelas Públicas.

La primera medida que debe tomarse para la organizacion de un sistema de Escuelas Libres, y el mejor sosten de las Escuelas Públicas es imponiendo una contribucion especial de Estado de medio milésimo sobre cada peso de la propiedad imponible en el Estado. Esto producirá una renta á lo menos de setenta y cinco mil pesos (\$75,000) ó casi un peso por cada niño, y dos pesos por niño del número empadronado en las Escuelas Públicas. Ciertó es que esto no hará que las Escuelas sean libres, ni tampoco hará que continuen abiertas diez meses durante el año; mas dará un nuevo estímulo á la contribucion de Condado y Distrito, y en cuatro años, creo que esto produciria al Estado un sistema de Escuelas verdaderamente libres.

La opinion pública del Estado está adelante de la legislacion. Despues de haber viajado extensamente por el Estado, arengando á las asambleas públicas, con toda clase de facilidad para observar bien todo, es mi opinion que el pueblo aprobaría esta medida, si fuese sometida al voto popular, por una muy grande mayoria.

La siguiente solicitud ha circulado extensamente en los varios Distritos de Escuelas por todo el Estado:

“SOLICITUD PARA UNA CONTRIBUCION DE ESTADO PARA LAS ESCUELAS.

“A los Honorables Representantes en la Legislatura del Estado de California:

“POR CUANTO, Créemos que es del deber de un gobierno representante sostener las Escuelas Públicas como un acto de conservacion propia, y que la propiedad del Estado debe contribuir para educar los niños del Estado; y por cuanto el actual Fondo de Escuelas es totalmente inadecuado para sostener un sistema de *Escuelas Libres*; nosotros, los infrascritos, electores calificados del Estado de California, respetuosamente solicitamos á vuestras honorables Cámaras de imponer una ESPECIAL CONTRIBUCION DE ESTADO de medio milésimo sobre el peso, durante los años emergentes de mil ocho cientos sesenta y cuatro y mil ocho cientos sesenta y

cinco, y que su respectivo producto sea aplicado de la misma manera que el actual Fondo de Escuelas del Estado."

Todas estas solicitudes aun no han sido retornadas al Departamento de Instrucción Pública, y es imposible calcular el número de firmas que se hayan obtenido.

En los Distritos donde ya han circulado, los Maestros y Empleados de Escuelas, informan que era una excepcion muy rara encontrar alguna persona que se rehusase firmarlas, y que la única objecion que se hizo fue de que la solicitud nos pedía una cuota mas alta de contribucion.

Los nombres fijados á esta solicitud tendrán derecho á la seria consideracion de los legisladores. Ellos representarán los ciudadanos respetables del Estado; hombres de familia, hombres de propiedad, hombres que al firmar sus nombres lo consideraron equivalente á votar por una contribucion y pagarla.

Puede ser que se alegue, que aunque esta medida es necesaria, la condicion financiera del Estado no justifica el gasto. Pero si esperamos hasta que se encuentre un sobrante en la Tesoreria, los niños actualmente en el Estado ya habrán crecido, como hombres y mugeres medios educados, ó sin ninguna clase de educacion. Ciertamente es, que la condicion de las finanzas del Estado, con una deuda consolidada de tres millones de pesos, y una deuda flotante de medio millon, es suficiente malo; acaso será mejor dentro de diez años, teniendo veinte y cinco mil muchachos á medias educados y admitidos al derecho del sufragio? Acaso supone algun legislador que si cada ciudadano del Estado hubiese sido completamente educado en el concimiento de sus deberes en buenas Escuelas Públicas, semejante deuda se hubiese impuesto al Estado por gastos extravagantes, y proyectos fraudulentos para saquear la Tesoreria? Permitéremos que nuestros niños sufran los mismos males en el futuro que los que nosotros hemos sufrido en el pasado?

Una contribucion de Estado de medio milésimo sobre el peso fue impuesta el año pasado, y deberá imponerse anualmente, para proseguir la obra del edificio del Capitolio del Estado; deberá cesar la obra de edificar casas de Escuelas? En el tiempo en que se haya concluido el Capitolio habrá costado tanto como todas las casas de Escuelas del Estado construidas hasta entonces. No es acaso tan esencial que se construyan casas para educar á cien mil electores, como fabricar un costoso edificio para comodidad de ciento cincuenta legisladores?

No es el Departamento de Instrucción tan intimamente en relacion con los intereses materiales del Estado como cualesquier otro? El Estado á un costo enorme ha sido colocado bajo un pie militar; es acaso menos necesario para su preservacion en el futuro, que sea colocado bajo un pie de educacion? No son acaso los hombres educados, inteligentes y patriotas tan eficaces, como medios de defenza, como los buques blindados, ó baterias de montaña, ó bayonetas? La suma gastada el año pasado para Campamentos Militares fue mas que la mitad de toda la suma gastada en las Escuelas Públicas; fue acaso gastada con mejor objeto? Pagará mejor al Estado?

El pueblo por una inmensa mayoria ha dado su voto por los setenta y cinco mil pesos (\$75,000) para agrandar y completar las fábricas del Asilo para el Sordo Mudo y Ciego. Si gustosamente dan su voto por setenta y cinco mil pesos (\$75,000) para educar ciento sesenta desgraciados en el Estado ¿no recaudarán con igual gusto una suma igual para educar á veinte mil niños en el uso completo de sus facultades, creciendo sin asistir á ninguna Escuela? Acaso pagamos contribuciones mas pesadas que los Estados

que han sufrido el peso de la guerra? Acaso sufrimos tantas contribuciones, y somos tan pobres, que no podemos recaudar para educar á nuestros niños una cuarta parte de lo que recaudan Illinois, Michigan, ó Massachusetts? California se encuentra hoy gozando de mas paz y prosperidad que ningun otro Estado en la Union. Cuando el pueblo de otros Estados, cargados de contribuciones, con sus recursos de prosperidad marchitados, sus trabajadores mas que decimados por el ejercito levantado—cuando ellos declaran que no se recaudará un peso menos para las Escuelas, que no se cerrará ninguna Escuela—¿debera ser California, de todos los Estados, la que sola abandone el deber de educar á sus niños? Deberán gastarse nuestros recursos inagotables de riqueza mineral en “pies,” y el intelecto de los niños quedar sin desarrollarse? Deberán gastarse millones en construir el Ferro-Carril del Pacifico, y que el Estado falte de colocar los sólidos cimientos del carácter é inteligencia sobre los cuales descansa la permanente prosperidad de la generacion que disfrutará los beneficios de esa gran ruta del mundo entero? Deberemos hacer toda clase de sacrificios de hombres y de dinero para sostener la Union para una generacion impotente, que por falta de educacion, no pueda apreciar nuestros sacrificios, ó el valor de la herencia que los legamos?

La verdadera riqueza del Estado no consiste en minas de plata, ó oro, ó cobre; ni en campos productivos y valles fértiles; sinó en sus hombres educados é inteligentes trabajadores libres. La educacion ha enriquecido al mundo de su poder vital. La inteligencia que ha inventado las centenares máquinas que aborran el trabajo en cada departamento de la industria, ha creado una riqueza mayor que el producto total de la Minas de Mexico, California y Australia combinado. Todas estas invenciones fueron una vez oscuras idéas en la imaginacion de los hombres educados—la ignorancia nunca encontró ninguna de ellas.

¿Cuántos pies del Gould y Curry serian necesarios para contrapesar á la nacion el valor de la invencion de los Monitores y buques blindados? Por cuanto oro vendería la nacion la invencion de los cañones de Parrott, y la artillería que está arrojando fuego Griego en Charleston, y demoliendo los restos de las ruinas de Sumter? Cuántos pesos vale el telegrafo eléctrico? Cuántas cabezas de ganado, y caballos, y minas de cobre vale la invencion de las máquinas de cocer? Que influencia es tan poderosa para desarrollar este poder creativo de la sociedad, como la inteligencia impartida en las Escuelas Públicas? Váyase á la oficina de Patentes y exáminese cuantas invenciones vienen de la tierra de las Escuelas Comunes, y cuantos de los Estados que han dejado de sostenerlas.

No hacen muchos años, que un miembro del Parlamento Británico, presentó como una razon contra el sistema de la instruccion nacional, “que si privasen á los hacendados del trabajo de sus hijos, la agricultura no podría continuarse pues no habia maquinaria con que arrancar la maleza de la tierra.”

La política de New England ha sido siempre de mandar á los niños á la Escuela, y que la ingeniosidad “Yankee” invente máquinas “para arrancar la maleza de la tierra.”

Ella ha “salvado” bastante con la invencion de “máquinas,” inventadas por los trabajadores educados en sus Escuelas, para pagar por todo el costo de doble el valor de sus Escuelas.

Un informe de Agricultura dice:

“Lo que el pais ha salvado solo en mejoras de arados durante los últimos veinte y cinco años, ha sido estimado en no menos de diez millones

de pesos al año en el trabajo de carros, y un millon en el precio de arados, mientras que el total de las cosechas se créa haber aumentado en muchos millones de fanegas."

La maquinaria puesta en operacion desde mil ocho cientos diez y seis, se estima ser igual al trabajo, de quinientos millones de hombres.

La ignorancia nunca ha inventado una máquina para ahorrar el trabajo ni siquiera de un sólo hombre.

La vida de la nacion no depende de unos cuantos grandes hombres, ni de unas cuantas mentes brillantes, sinó que se sostiene con los hombres que trabajan con el arado, que construyen los buques, que manejan los molinos, trabajan en los talleres, construyen los locomotivos y máquinas de vapor, construyen los ferrocarriles, cavan las minas, funden los cañones, manejan los buques blindados y cañoneras, cargan el fusil, y quienes se baten en el campo de batalla; estos constituyen la vida y fuerza de la nacion; y es con esta clase de hombres que las Escuelas Públicas han hecho y continúan haciendo su benéfica obra. La nacion nunca será salvada por ningun "hombre grande"; el hueso y nervio de los hombres trabajadores é inteligentes tienen que trabajar su salvacion. Los errores de los hombres de Estado pueden trastornar la suerte de la guerra; General tras de General puede hacer ver su incompetencia; la concentrada y consolidada inteligencia de los hombres trabajadores y hombres de espada al fin obtendrán la victoria. Cuando la bayoneta ha cumplido con su obra, la urna electoral debe proteger la libertad ganada en el campo de batalla. Cuando cada sufragio represente una idea, y caiga electificado con inteligencia para "ejecutar la voluntad de un hombre libre," los Estados girarán armoniosamente alrededor del centro del sol de una Union consolidada; ninguna de sus estrellas se desviará del centro de su órbita para caer en el caos de la desunion, ó en la oscuridad comitaria y desolacion de la separacion.

LAS ESCUELAS Y EL ESTADO.

El objeto principal de las Escuelas Públicas es educar á sus discipulos para que sean buenos ciudadanos de la comunidad, el Estado, y la Nacion. En un gobierno donde todo el poder emana directamente del pueblo, y donde la opinion pública forma y destruye constituciones segun su antojo, la relacion vital del Estado de las Escuelas en las cuales se educa á la gran mayoria del pueblo, por si solo debe ser patente. Y donde los ciudadanos salen de su carrera comun para administrar las leyes, es igualmente evidente que no solo es necesario el cultivo intelectual, pero es necesario una educacion que comunique ese alto grado de honor, de honradez, y de integridad.

El derecho del sufragio electivo es el mas alto deber y el privilegio mas querido de todo ciudadano Americano; sin embargo, que es lo que vale á menos que el elector se encuentre habilitado para decidir por si mismo las cuestiones políticas sobre las cuales ha sido llamado para sufragar su voto? Si no pudiese pensar por si mismo, llega á ser tan siervo del gefe de algun partido político como lo fue "Gurth, nacido esclavo de Cedric el Sajon." El derecho de enjuiciamiento por jurado—que cosa es.

sinó una mofa, cuando la ignorancia y la prevencion se sientan en el banco del jurado?

Los empléos de condado, demarcacion, y distrito, todos son desempeñados por ciudadanos escogidos de la carrera comun; podrán ser bien administradas las leyes por hombres sin educacion ó mal educados? La riqueza puede trasmitirse de padre á hijo, de generacion en generacion; pero el carácter, inteligencia y moralidad, tienen que ser nuevamente enseñadas á cada generacion.

No es bastante pues, que las Escuelas Públicas enseñen á léer, escribir, y decifrar. Tienen una mas alta y noble mision. La educacion implica desarrollo, direccion, disciplina, represion de malas tendencias, como tambien el cultivo de las buenas. Las Escuelas, ademas de la direccion intelectual, debe comunicar habitos de obediencia y subordinacion; debe inculcar amor de patria, amor de libertad, y patriotismo; y debe tambien impartir algun conocimiento del Gobierno de Estado y Nacional, y los deberes, derechos, privilegios, y honores de un ciudadano Americano. "El hombre que no sabe léer," dice el Presidente Wayland, "es un ser que no fue previsto por la Constitucion Americana. Acaso puede préver la existencia de algun ciudadano que no pueda hasta cierto punto extender y comprender sus disposiciones? Cuantos electores en este Estado anualmente depositan sus votos en las urnas electorales, y nunca han leído la Constitucion del Estado? Cuantos ciudadanos Americanos que nunca han leído la Constitucion de los Estados Unidos, votan cada cuatro años para Presidente?

Existe una buena razon para créer que las Escuelas Públicas faltan de cumplir con su deber en comunicar á los niños el conocimiento de los primeros principios de nuestro Gobierno y los deberes de buenos ciudadanos. No dejan de haber pocos Maestros, aun juzgando de los papeles del exámen, que tienen una muy confusa nocion del Gobierno bajo el cual viven. Las lecciones enseñadas por la guerra debería enseñar á las Escuelas á cumplir con su deber á este respecto.

Las siguientes resoluciones fueron unanimemente adoptadas en la Convencion Nacional de Maestros celebrada en Chicago el dia cinco de Agosto de mil ocho cientos sesenta y tres :

"POR CUANTO, En un Gobierno Democrático, donde el pueblo necesariamente es el soberano, es indispensable para la prosperidad y perpetuidad de tal Gobierno que este pueblo soberano comprenda los principios de dicho Gobierno; y *por cuanto*, las exigencias del tiempo demandan la mas alta intelijencia y puro patriotismo; de consiguiente :

"*Resuelto*, 1. Que es imperiosa la necesidad de enseñar la Historia, la Política, y la Constitucion de nuestro Gobierno, en todas nuestras Escuelas tan luego que la madurez de los discipulos se encuentre igual á la materia;

"*Resuelto*, 2. Que esta Asociacion con ahinco encomienda este asunto á la atencion de los Maestros, Sindicos y Comisionados de toda la Nacion;

"*Resuelto*, 3. Que no debe prostituirse esta enseñanza y meramente inculcarse sentimientos y principios de partido."

El Hon. D. N. Camp, Superintendente del Estado de Connecticut, sobre este tópico dice :

"Hasta aqui se ha hecho alusion al conocimiento necesario cuando se considera solamente los intereses fisicos de la sociedad. Pero el hombre

tiene tambien derechos y privilegios en relacion con esos altos intereses sociales, políticos y religiosos, por los cuales tiene coneccion con toda otra persona en la sociedad, y para los cuales se debe preparar su educacion. Estos intereses requieren el conocimiento de los principios del gobierno, y especialmente el de nuestras Constituciones y leyes de Estado y Nacionales, de los principios generales de la ciencia política y social, como tambien de las leyes naturales de la accion y coneccion social.

“Nuestro pais ha estado dedicado á dirigir el gran experimento de la aplicacion de la teoria democrata del gobierno á un gran Estado, y aunque desde entonces solo un siglo ha pasado, en medio de una prosperidad sin ejemplo, la misma existencia del Gobierno se ha puesto á una prueba quizas sin parangon en la historia del mundo. Aunque no se tenga ninguna duda respecto al resultado final, y que el Gobierno se presentará despues de esta prueba mas fuerte en su puesto y mas respetado en el extranjero, no obstante pueden presentarse cuestiones en el futuro que demanden un profundo pensamiento y una accion intelijente. Estas no son meras cuestiones de partidos políticos, sino proposiciones que descansan en la misma existencia de este Gobierno, las que requerán la decision práctica de todo ciudadano. Ninguno puede dejar de observar, que los acontecimientos del último año han demostrado no solo la necesidad de una educacion universal para el pais libre, sino tambien una instruccion mas completa de la ciencia del gobierno y de la teoría y práctica de la moral pública y particular.”

El Hon. Newton Bateman, ex-Superintendente de Instruccion Pública del Estado de Illinois, en su cuarto informe anual, de mil ocho cientos y sesenta y tres, manifiesta tan elocuente y habilmente la necesidad é importancia de semejante instruccion que cito sus miras por extenso :

“Cual es pues el deber de nuestras Escuelas Públicas en este asunto? ¿Que pueden y deben hacer para remediar la fatal y esparcida ignorancia popular de los principios fundamentales de nuestro sistema é instituciones políticas, y de los derechos y deberes de los ciudadanos?

“Que la Constitucion misma, el gran cuerpo orgánico de nuestro sistema político, se considere un libro de clase y que diligentemente sea estudiado en todas nuestras Escuelas Normales y de Alto Grado, y en los departamentos mas adelantados de todas nuestras Escuelas graduadas. ¿Acaso esta proposicion de hacer que nuestros muchachos mayores estudien la ley constitucional excita una sonrisa? Cual es la razon para que esto suceda. Será porque la materia es considerada demasiada dificultosa para la mente de los jovenes estudiantes. Si se propusiese impartir el conocimiento de la ley fundamental que rivalizase en profundidad y dificultad á la poseida por Marshall, y Story, y Webster, ciertamente que la objecion sería bien fundada, y la recomendacion absurda. Pero si se asume que las ideas elementarias de un valor incalculable no sean de este modo impartidas—clara, explicitamente, y con eficacia—ideas que puedan tener la misma relacion con toda la ciencia del gobierno, que las adquisiciones de los mismos estudiantes en las mismas Escuelas y al mismo tiempo, que en gramática, tiene relacion con toda la ciencia de idiomas; ó en algebra con toda la ciencia de matemáticas; si ésto es el punto de incredulidad, se créa que la asuncion es enteramente irrasonable y errada.

“El sistema del gobierno comprendido en la Constitucion es simple, progresivo y armonioso. Sus axiomas, postulados, argumentos, y su lógica consiguiente, estan tan claramente definidas y tan intelijibles como las de cualesquiera otra ciencia de la misma clase. Admite definiciones.

análisis, síntesis, tanto como la filosofía natural, mental, ó moral. Ciertamente que sus principios rudimentarios son mucho mas fáciles de comprenderse que los de las ciencias nombradas, y muchas otras.

“Es mas dificultoso definir la palabra ‘República,’ que la palabra ‘Preposicion;’ ó ‘Constitucion,’ que ‘Caso?’

“Podrá un muchacho entender esto: ‘Un nombre puede indirectamente modificarse ó limitarse por otro nombre, en coneccion con él por una palabra comunmente colocada antes de él, y por tanto se llama preposicion,’ y dejará de comprenderse esto: ‘Una República es una comunidad donde el pueblo gobierna.’

“Es el intelecto el que puede comprender esto: ‘Cuando un nombre es usado como el objeto de una sentencia, ó para explicarla ó describirla, denotando la misma persona ó cosa; ó para limitar la enunciacion denotando la misma persona ó cosa como el objeto; se halla en caso nominativo,’—demasiado débil para comprender esto: La Constitucion es la ley fundamental que prescribe la manera como el Gobierno debe ejecutar su autoridad.

“Sin embargo dos de estas definiciones son tomadas de la obra de un profundo escritor de jurisprudencia, y las otras dos de un tratado *elementario* muy popular sobre la Gramática Inglesa.

“Es acaso el *estilo* de la Constitucion menos cautivador que el de la gramática? ‘Nosotros, el pueblo de los Estados Unidos, con el objeto de formar una union mas perfecta, establecer justicia, asegurar la tranquilidad doméstica, provéer para la defenza comun, promover el bienestar general, y asegurar para nosotros y nuestra posteridad las bendiciones de la libertad, ordenamos y establecemos esta constitucion para los Estados Unidos de America.’

“Asi es como lee el preambulo del gran instrumento de mil setecientos ochenta y siete, el que algunos suponen ser demasiado seco y metafísico para las naturalezas imaginarias de los muchuchos de Escuelas.

“‘Una sentencia complexa es la que contiene preposiciones desiguales. Las preposiciones ó clausulas de una sentencia complexa se unen por medio de conjunciones inferiores, adverbios conjuntivos, pronombres relativos. frases, ó incorporacion, como.’

“‘El malo huye, cuando el hombre no persigue.’” Asi dice un párrafo en un libro prominente sobre gramática, el que es considerado muy conveniente para los pùpilos que aun no han llegado á sus veinte.

“Es la instruccion contenida en la Constitucion tan *práctica valiosa* como la que se dá en los institutos de gramática?

“La Constitucion dice: ‘No se concederá ningun título de nobleza por los Estados Unidos, y ninguna persona ocupando algun empléo de interes pecuniario ó cargo de confianza bajo su autoridad, sin el consentimiento del Congreso, no podrá aceptar ningun regalo, emólumento, empléo, ó título de ninguna clase, de ningun rey, principe, ó Estado extranjero.’

“La gramática dice: Algunas palabras representan idéas principales; otras la idéa de su relacion. La union ó relacion de palabras debe corresponder con la union ó relacion de las idéas expresadas—de aqui resulta, que las palabras se unen inmediatamente, ó por medio de una conjuncion.’

“Ademas: ‘El Congreso no decretará ninguna ley respecto al establecimiento de la religion, ó prohibiendo el libre culto de ella; ó coartando la libertad de la palabra, ó de la imprenta; ó el derecho del pueblo de *reunirse pacíficamente*, y por medio de una peticion solicitar del Gobierno *reparacion de agravios*.’

“ Por contra : ‘ El doble compacto es dos solos compactos unidos ; haciendo un compacto con cuatro partes. Hay dos especies ; la afirmativa y negativa. Del doble compacto negativo, la primera parte principia con *por tanto*, expresado ó entendido ; la segunda, con *por* ó *porque* ; la tercera con *pero*, teniendo por entendido *por tanto* ; y la cuarta, con *por* ó *porque*.’

“ Debe concederse que estas comparaciones son oportunas ; Si aparecen caprichosas, ó quizás burlescas, no pueden ser mas que la absurda noción que la juventud que es capaz de la mas formidable tecnologia, detalles rústicos, y tortuosas sutilezas del Analisis de Greene, y Digesto de Cowell, es incompetente para luchar, á lo menos con la misma oportunidad de buen éxito, con las sentencias puras, simples, directas, y soberbias de la Constitucion Americana. Y sin embargo las primeras son tratados sobre las Escuelas Comunes, preparados con madurez por hombres prácticos, y considerados de hallarse á la completa altura de una comun habilidad juvenil mientras que las últimas, con sus maravillosos tesoros de sabiduría política, su fuerza sentenciosa, y belleza, estan excluidas.

“ Se afirma terminantemente, despues de un cuidadoso estudio de la misma Constitucion, segun la experiencia actual de su uso en la Escuela, y de las observaciones hechas de los resultados de semejante uso por otros, que puede adquirirse una clara idéa de los acontecimientos historicos que culminaron en la celebrada Convencion de mil setecientos ochenta y siete, y del tono, espiritu, y sustancia de los dos grandes elementos antagonistas que caracterizaron las discusiones de ese memorable cuerpo, que una vista bien presentada y armoniosa de la sublime fábrica de la ley orgánica y ciencia politica, la que fue el glorioso y maduro fruto de las deliberaciones de aquellos hombres ilustres, puede ser comprendida con perfeccion—que cada linea y palabra de todo el instrumento, y todas sus enmiendas, artículo por artículo, seccion por seccion, y punto por punto, puede aprenderse *de memoria*, en menos tiempo que el que se requiere para con perfeccion comprender, ya sea el Analisis de Greene, ó Digesto de Cowell, ó los rudimentos del Latin, ó los rudimentos del Griego, ó fracciones en Arítmctica, ó los elementos de Algebra, ó los tres libros de Euclid.

“ Y cuantos recursos de antitéses son adecuados para describir el valor relativo á un ciudadano sencillo y práctico que posea las primeras y cualesquiera de las últimas adquisiciones ?

“ Es acaso adquisicion de poco valor poder analizar una sentencia, resolver los elementos de que se compone, determinar las relaciones lógicas y gramaticales y dependencia de las varias partes, y aplicar las reglas arbitrarias de la construccion ? Admitido. ¿ Pero es acaso de menos valor la adquisicion de poder analizar el vasto y complicado mecanismo del gobierno civil, resolver sus elementos constituyentes, determinar las armoniosas relaciones de las partes componentes, fijar la esfera dentro del cual sea conveniente actuar, y aplicar al todo las reglas duraderas de la mutua y coordinada responsabilidad ? Es acaso mas importante para un estudiante Americano saber que los verbos de su idioma estan divididos en tres clases : activo, pasivo, y neutro ; que el saber que el Gobierno de su pais está dividido en tres grandes departamentos : legislativo, judicial, y ejecutivo ? ó comprender las respectivas funciones y atribuciones de cada uno del primero, que cada uno del último ?

“ Es acaso mejor para el ciudadano Americano estar preparado para conocer que la preposicion gobierna el caso objetivo ; que el conocer que la Constitucion Federal, y las leyes de los Estados Unidos decretadas de

conformidad con élla, será la ley suprema de la tierra, no obstante que lo contrario se dispusiese en la Constitucion ó leyes de cualquier Estado?

“Verdaderamente, que el estudiante de idiomas puede anunciar el importante hecho que el modo indicativo tiene seis tiempos, á saber: presente, imperfecto, perfecto, pluscuamperfecto, futuro, y futuro-perfecto—pero entonces, el estudiante de nuestra ley fundamental tambien puede demostrar que el pueblo de los Estados Unidos, al establecer la Constitucion, tenia en mira seis distintos objetos, á saber: ‘Formar una union mas perfecta, establecer justicia, asegurar la tranquilidad doméstica, provéer para la defenza comun, promover el bienestar general y asegurar las bendiciones de libertad para ellos mismos y su posteridad.’

“No es acaso oportuno el tiempo para bautizar de nuevo á nuestros hijos en la sabiduría de los padres? No se está desrumbando el Gobierno porque entre otras razones, el pueblo no entiende, y de consiguiente no reverencia con amor y guarda con celo nuestra gloriosa politica nacional?

“Asi como el Cristiano se dirige á su Biblia en busca de luz y proteccion cuando su corazon se halla apesadumbrado, y su fé eclipsada, y rodeado de calamidades, y los hermosos cielos cubiertos de oscuridad—del mismo modo, no debe volar el patriota á sus Escrituras de sus antepasados, su Biblia política, la Constitucion, cuando sus esperanzas le abandonan, y cuando parece que una eminente ruina amenaza á su patria? Hay acaso algun otro refugio, alguna luz mas clara, ó algun guia mas seguro? Deberá buscar la instruccion en la prensa política? Grande como es su poder, é indispensable su agencia en modular todas las fuerzas de la civilizacion moderna, la prensa no puede facilitar esa completa y sistemática exposicion de nuestra ley y politica nacional que es tan necesaria para nuestra juventud. Esto no es de su incumbencia ó deber. ¿Deberá dirigirse á los políticos de profesion? Muy pocos de ellos tienen la requerida sabiduría y candor—muy pocos de ellos aceptan ó comprenden esa hermosa definicion de políticos: ‘El arte de hacer al pueblo feliz.’

“En medio de las olas y de la oscuridad, la Constitucion eleva su luz de faro, y sonando durante la noche de la tempestad, suena las voces de Washington, Franklin, Livingston, Madison, Pinckney, y sus asociados. Al dogma suicida del derecho inherente de separacion, su terminante y solemne contestacion es: ‘No, *nunca*.’ Hemos ordenado esta Constitucion con el objeto de ‘formar una UNION mas perfecta.’

“Acaso la doctrina de los ‘Derechos de Estados’ amenazan la prerogativa Federal? La voz de la autoridad de los padres otra vez responden: ‘Los poderes que no fueron delegados á los Estados Unidos por la Constitucion, ni prohibidos por ella á los Estados, *son reservados respectivamente á los Estados, ó al pueblo*.’

“Acaso alguno procura disminuir el crimen de Davis, y sus colegas conspiradores, y designarlo con un nombre mas suave que el de *traicion*? Fuerte y alto resuena contra la voz decisiva de Washington y sus colegas: ‘*La traicion* contra los Estados Unidos consistirá en LEVANTAR GUERRA contra ellos.’ *Le estan* haciendo guerra al Gobierno? Entonces Washington los declara TRAIADORES.

“No se haya en peligro la libertad personal ó la propiedad particular del ciudadano cuando se abusa del auto de allanamiento y embargo? La infinidad de atrocidades cometidas bajo pretexto de la licencia concedida á los ministros de la ley por los Autos Generales de la historia Inglesa, estan perentoriamente prohibidos por nuestra ley orgánica. Su lenguaje es como sigue: ‘El derecho del pueblo de estar asegurados en sus personas, casas, papeles, y efectos, contra allanamientos y embargos impropios,

no será violado, y no se espedirá ningun auto semejante sinó en virtud de causa probable, sostenida por el juramento ó afirmacion, y particularmente describiendo el lugar que deba allanarse, y las personas ó cosas que deban embargarse.'

"Se queja el pueblo de injusticia y parcialidad en el enjuiciamiento de procesos criminales? Otra vez la Constitucion expresa su clara y enfática restriccion: 'En todos los procesos criminales, el acusado gozará del derecho de ser juzgado pública y prontamente por un jurado imparcial del Estado y distrito donde el crimen haya sido cometido, y se le informará la naturaleza y causa de la acusacion, será confrontado con los testigos en su contra, tendrá derecho á que se le espida autos apremiantes para obtener testigos en su favor, y tendrá la ayuda de abogado para su defensa.'

"Y de este modo podemos seguir, paso á paso, por todo el instrumento, y hasta el fin se aumentará nuestra admiracion de su maravillosa sabiduría, clara comprension, y adaptacion para todas las circunstancias y contingencia del Gobierno tanto en el país como en el extranjero, y tanto en paz como en guerra.

"Construye un impregnable baluarte contra las presuntuosas usurpaciones tanto del poder Federal como del Estado; esparce el amparo de su afecto y proteccion alrededor de la vida y propiedad del mas humilde ciudadano leal; mientras que su poderoso brazo está templado con fierro para derrocar á sus enemigos tanto nacionales como extranjeros; su cuidado es tan sólicito como su ternura paternal, como su presencia es en todas partes y su poder irresistible. Ahora salva al niño de las garras del déspota y suavemente lo restaura al corazon de la madre; asalta una fortaleza ó echa á pique una escuadra con su invencible artilleria. Desde el preambulo hasta la ley de derechos, es el gran exponente y salvaguardia de la libertad constitucional, el mas sublime consolidario de la sabiduría política que el mundo jamas ha visto.

"Y especialmente ahora, cuando las siempre vivas luces de la República estan en peligro de ser extinguidas por la furia de la tempestad, y el buque político cargado con nuestras esperanzas y las de nuestra posteridad es arrojado en la oscuridad sobre las rocas, tiene que recurrir para instruccion á la carta del oceano político trazado por los padres. La Constitution es la "verdadera ancora" de salvacion en esta tempestad—aun ahora nos puede salvar—es suficiente fuerte y suficiente grande aun para esta emergencia—pongámos toda nuestra confianza en ella, y resolvámonos á *jamas abandonar el buque*. Es solo de este modo que nuestro pueblo pueda tener una norma infalible para juzgar de las medidas públicas, y determinar su deber como ciudadanos. Sin esto continuamente seran arrojados por cualquier viento de la doctrina política, preza de las teorías mas estrafularias y las demagogas mas abandonadas. Para salvar á un Gobierno popular, el pueblo tiene que comprenderlo; de ningun otro modo pueden con certeza usar de toda su fuerza para sostener el derecho y oponerse al mal. Que se enseñen estas cosas en nuestras Escuelas Públicas.

"Estas miras estan basadas en el asumido hecho de la sorprendente ignorancia de las masas de nuestros ciudadanos respecto al Gobierno bajo el cual viven. Es la asuncion desafiada? Se alega acaso la cuestion de un hecho? El criterio es práctico y facilmente aplicado. Que se hagan las preguntas siguientes: ¿Que tres formas de gobierno existian entre las trece colonias originales antes de la Revolucion? Defínase cada una de esas tres formas de gobierno. Cual de las colonias se encontraban bajo un Gobierno Real ó Provincial? Cuales de éllas tenian un Gobierno

Propietario? Cuales de ellas tenian Cartas Constitucionales de Gobierno? Porque tres distintas formas de Gobierno han pasado los Estados Unidos? Cuando principio y finalizó cada una de estas formas? Cual es la historia de los Artículos de la Confederacion? Que fue lo que indujo á abandonar la forma de Gobierno Confederado, y la adopcion del Constitucional? Que Estado fueron representados en la Convencion Constitucional? Quien fue elegido Presidente? Quienes fueron los delegados? Cuando principio á regir la actual Constitucion, esto es, cuanto tiempo hace que existe la presente forma de Gobierno? Analisese la ley fundamental. Manifiestese los principios sobre los cuales está fundado el gobierno—los derechos políticos é individuales de los ciudadanos—y la manera en que estan organizados, distribuidos y administrados los poderes soberanos. Estos puntos son pocos, y estrictamente elementarios, sin embargo, cuantos de nuestros ciudadanos pueden contestar á ellos? Lo podrán hacer ciento de los ineducados? Lo podrá hacer uno de cada diez de los muchachos de las clases adelantadas de nuestras Escuelas de Alto Grado? Podrán contestarlas *todos* los graduados de nuestros Colegios, Seminarios, y Universidades?

“Suplementario á la teoría y reduccion de nuestro sistema político segun descripto en ley orgánica, que á nuestros hijos les sea imbuido aquella idéa exaltada de los elementos y obligaciones de la ciudadanía que lo cría. Que se les enseñe á nuestros hijos en las Escuelas Públicas que tienen deberes que desempeñar como tambien derechos que gozar. Enseñeseles que la libertad no es una licencia de la que pueden disponer á su antojo. Nunca hubo en la mente de la juventud Americana una idéa tan comun, y al mismo tiempo tan radical y totaltamente errada como ésta. Ninguna definicion de la palabra puede ser mas aproximada á la verdad. Dios nunca hizo semejante libertad. Y el muchacho de Escuela que no tiene ninguna otra concepcion de élla, sin embargo tiene que principiar el alfabeto de la ciudadanía Americana.

“Nosotros de esta generacion no viviremos lo suficiente para ver el fruto de nuestros trabajos y esperanzas; pero debemos sembrar para que nuestros hijos cosechen, El que no tiene corazon para plantar el arbol del bien, porque nunca podrá sentarse debajo de su follage hospitalario—el que no encuentra recompensa por su trabajo con la idéa de que sus hijos y nietos serán beneficiados por ello, no es igual á las demandas de los tiempos como estos. Principiemos ahora la buena obra; enseñemos á nuestros hijos, en las Escuelas Públicas, agregar á la obediencia la rectitud; á la rectitud, un conocimiento de la ley orgánica; de la verdadera naturaleza de la libertad é igualdad, y de la trascendente importancia y solemne deber de elevar á todas las masas del pueblo á un grado de propiedad respecto á los deberes de ciudadano.

“Los cuatro años pasados han estado llenos de acontecimientos. Cuando principio á desempeñar este cargo en Enero de mil ocho cientos cincuenta y nueve, nosotros eramos un pueblo unido, poderoso y próspero; cuando lo dejo, en Enero de mil ocho cientos sesenta y tres, nos encontramos en el fiero crisol de la guerra y conmocion, si no estamos ya en las congojas de la disoluciou nacional. Parece algunas veces como un sueño horrible, del cual seguramente despertaremos para encontrarlo todo como estaba antes—un pais, una bandera, un destino. Todavía tengo fé en Dios, en el patriotismo de nuestro pueblo, y en la justicia de nuestra causa. Pero cualquiera que sea el futuro, no podemos descuidar ó deferir los sagrados deberes que nos debemos á nosotros mismos y á nuestros hijos; nuestras obligaciones solemnes en este respecto no estan *disminuidas sino aumentadas*, á causa de los peligros y oscuridad de que

se haya rodeada la nacion. Si la seguridad de una educacion virtuosa es esencial durante la paz, lo es todavia mas en medio de las incidentes tendencias peligrosas al estado de guerra.

“Yo amo la comunidad de Illinos. Habiendo llegado á sus playas durante mi niñez, todos los años de mi juventud, edad viril, y madurez estan asociados con su historia y progreso. Sus recursos sorprendentes entonces se hallaban sin descubrirse; su gran carrera estaba justamente principiando. Durante treinta años he observado su aumento, simpatizado en sus luchas y regocijadome en su prosperidad. Hoy dia es el cuarto Estado de la Union en poblacion, y con orgullo perdonable, digase que es el primer Estado *por* la Union, en el número relativo, si no es en los heroicos hechos de sus ciudadanos soldados. Que nunca alumbré el dia cuando alguno se sonroje de decir que es Illinoisan. Ansio por ver á este gran Estado distinguirse por la inteligencia, integridad, y honor de su pueblo, como lo es en los elementos de material riqueza y grandeza; que se prepare para el enaltecido destino que Díos y la Naturaleza ha colocado dentro de su seno.”

ESCUELAS PÚBLICAS Y PATRIOTISMO.

Un distinguido rebelde no hace mucho que con desprecio dijo. “El gran Ejercito del Norte es el fruto legitimo de las Escuelas Públicas.” El habló la verdad, y con igual verdad podemos decir que la traicion, rebellion, y anarquia son las manzanas de Sodom, que maduran en los Estados donde las Escuelas Libres no pueden enraizar.

Tres años pasados, tan politicamente demoralizada estaba la Nacion, que parecía como si el patriotismo hubiese sido enterrado en las sepulturas de los padres de la República; pero solo se había ocultado, y los acontecimientos de la guerra han probado que las Escuelas habian estado silenciosamente educando al pueblo á una inteligente comprension del valor de libertad constitucional y un profundo amor á la patria.

Los Maestros de las Escuelas Públicas, en general, no han sido menos en patriotismo á la Union. Las varias Escuelas Normales han mandado sus completos contingentes á la guerra. Illinois no ha mandado menos de tres mil Maestros al ejercito. En un condado no quedó un solo Maestro soltero. Ohio ha mandado cinco mil Maestros al ejercito, ó la mitad de los jovenes que estaban enseñando al estallar la rebellion.

El Superintendente del Estado dice: “Segun estoy informado, ninguno de nuestros cinco mil Maestros soldados han deshorrado su nueva vocacion. En el campo, en la marcha, y en la hora de la batalla, han sido verdaderos á su pais; tan pacientes, tan sufridores, y tan bravos como los mejoras de todas nuestras tropas. Ohio con razon debe estar orgullosa de estos sus hijos.”

Nueva York no ha mandado menos de tres mil de sus Maestros de las salas de Escuelas al campo de batalla. El número mandado de otros Estados aun no se ha informado; mas todos los informes prueban su verdadero patriotismo.

California se halla tan retirada de la escena del conflicto, que pocos de sus Maestros han entrado al ejercito. Los antiguos cuerpos de los Maestros de San Francisco estan representados por el Capitan J. C. Morrill,

quien es tan popular entre los "muchachos" de su mando como lo era entre los muchachos de la Escuela de Spring Valley.

Los hombres que fueron instruidos cuando muchachos en las Escuelas Públicas son los hombres que forman las filas del ejército, quienes cargan los fusiles, caban los fosos, y atienden á la peléa. Los informes de las Escuelas de otros Estados estan llenos de reconocimientos de este hecho, y no puedo menos que citar unos cuantos extractos á este respecto.

El informe de Massachusetts dice :

"Las Escuelas Comunes de los Estados Libres estan actualmente peleando las batallas de la Union y triunfarán sobre la rebelion. Nuestros ejércitos de la Union son fuertes en intelijencia derivada de las Escuelas. La mente educada hace á los hombres mejores soldados, como tambien los hace mejores para cualquiera otra obra. Los hombres educados pelean mejor que otros hombres porque ponen el pensamiento en la guerra. Luego es verdad que las bayonetas piensan. Los soldados voluntarios que entraron al servicio de mil de los valles del Norte, de los cerros de New Hampshire y Vermont, de las colinas de Illinois, de las playas de Maine y Massachusetts, de los talleres de maquinas y fábricas, de las grandes haciendas de Nueva York y Pennsylvania y Ohio—vinieron porque vieron y sintieron la importancia de la hora. Este 'levantamiento de un gran pueblo' fue la obra de nuestras Escuelas Comunes. Solo una Nacion completamente educada como la nuestra, puede de esa manera extemporizar ejércitos y escuadras, y en unos cuantos meses cambiar todos sus hábitos para acomodarse á las exigencias de la ocasion. La Europa nos mira con admiracion, sin poder comprender como una Nacion sin conocimientos militares como la nuestra, puede en una dia levantarse armada para una de las mayores luchas que el mundo jamas haya visto. Ella no puede entender como un pueblo no acostumbrado á ninguna sujecion excepto su propia voluntad, puede de repente someterse á los actos mas arbitrarios del Gobierno, y entregar todas las garantías de libertad. Ella está asombrada de ver á un pueblo no acostumbrado á contribuciones clamar porque sean impuestas. Mientras que ella dogmáticamente está declarando nuestra Union en su fin, ella la vé que se levanta mas fuerte que nunca."

El informe de la Escuela de Boston dice :

"Nuestras Escuelas fueron fundadas en la pobreza y adversidad, y sostenidas durante las guerras y revoluciones. Ellas se han puesto en nuestro poder como un cargo sagrado. Nosotros no nos separamos de los principios de los fundadores de estas instituciones cuando animamos el sacrificio personal, generosidad, é ideas pensadoras por el bienestar de otros. Ni tampoco nos desviamos de la prosecucion de los grandes objetos de la educacion pública cuando no satisfechos con enseñar hechos útiles, cultivar la memoria, y desarrollar las facultades intelectuales, nosotros acariciamos las virtudes de lealtad y patriotismo, fomentamos el cultivo de los mejores sentimientos del corazon, y procuramos instruir hábitos de obediencia, verdad, y honradez á los ciudadanos de la Comunidad."

El Hon. E. P. Weston, Superintendente del Estado, dice :

"He encontrado que los Maestres y pupilos de algunas Escuelas fuertemente interesados en responder á los pedidos de los campos de batalla

y Hospitales para asistir al enfermo y al herido. Muchas muchachitas de Escuelas han tomado su primera leccion en el amor y servicio de su patria, mientras que hacian bendas ó hilas para los soldados heridos; quizas demarrando grandes lagrimas entre las madejas, cuando pensaba en el hermano ó vecino en el ejército quienes pudieran necesitar el mismo servicio que estaba haciendo.

“En otras Escuelas los pupilos han estado recibiendo lecciones en geografia, historia, junta con patriotismo; mientras que han trazado la marcha de nuestros ejércitos, y marcado con gran interes cada noble golpe por Dios y su patria, ó han empalidecido de indignacion al recibir alguna noticia de derrota cobarde y traicionera. Las salas de las Escuelas de nuestra tierras no pueden hoy ser mejor empleadas que en enseñar todo lo que sea posible de la geografia é historia de esta terrible contienda. Que las crónicas de las guerra que cada dia se escriben sean impresas para siempre en sus memorias.

“En muchas de nuestras Escuelas primarias y de alto grado, he sido saludado con cantos patrióticos; tales como ‘Mi pais es tuyo.’ ‘La Bandera Estrellada,’ ‘El Rojo, Blanco, y Azul,’ la ‘Libertad ó la Muerte,’ de la antigua ‘Marseillaise,’ y otros de igual espiritu, vertidos de corazones y voces ardientes de los nobles sentimientos que expresaban. El influjo de estos cantos de libertad, segun los cantan nuestra patriota juventud, en la Escuela ó en cualquiera otra parte, y haciendose familiares á los oidos y corazones nel pueblo, son proverbialmente mas poderosos que las leyes y Constituciones—y que las mas claras deducciones y frias expresiones de la filosofia política. Ní aun la oratoria popular por muy apasionada que sea, puede despertar el fuego del patriotismo en una asamblea como ‘La Querida Antigua Bandera,’ y la ‘La Tierra del Libre.’ Recomiendo que se fomente el canto en todas nuestras Escuelas, no solamente por su influjo general, sinó por su especial poder á este respecto.

“Existe otro ejercicio incidental para la sala de la Escuela estrechamente aliado á este. Me refiero á la lectura, ó sea el estudio de la *literatura de la libertad*; no solo de nuestro pais, sinó la de todas las naciones que aman la libertad. La oratoria, la narracion, y la poesia, que han sido inspiradas del amor de la libertad, en toda la historia de sus luchas contra la opresion, constituye el mas interesante capítulo de la literatura del mundo. Si nuestros jovenes en las Escuelas no fuesen llevados mas atras que á los tiempos que precedieron á la Revolucion, para estudiar los discursos que virtieron las cabezas y corazones de Fisher Ames y Patrick Henry, y los Adamses, y los acontecimientos que se siguieron, sería una instruccion la mas apropiada y de un valor incidental para la presente época. Que tambien agreguen del mismo modo los discursos de Webster al fundarse y completarse el Monumento de ‘Bunker Hill,’ y la alocucion de Everett en el Aniversario del Desembarque de los Peregrinos. Que tambien se hagan familiares con los cantos de libertad que han expresado nuestros mas recientes poetas, Bryant, Longfellow, y Whittier. Ellos cultivarán dentro de ellos mismos un amor por la verdad y belleza, libertad y patriotismo juntos; cuyo influjo será sentido en su todo despues de la vida, como ciudadanos de la Gran República.”

La ley que requiere que los Maestros tomen el juramento de lealtad tambien les requiere “enseñar á los que estan á su cargo á amar, reverenciar y sostener la Constitucion y Gobierno de los Estados Unidos.” Hay todavia unas pocas Escuelas en el Estado donde los Maestros apenas se atreven á pronunciar la palabra patriotismo; unos cuantos donde los nacionales cantos patrióticos son “contrabando;” unos cuantos donde

el influjo del Maestro es todo menos patriótico. Pero el espíritu de la gran mayoría de los Maestros del Estado está bien expresado en las siguientes resoluciones unánimemente adoptadas por el Instituto del Estado en Mayo último:

“Resuelto, Que nosotros Maestros en las Escuelas Públicas de este Estado, consideramos como un deber sagrado y una obra bien ideada, el inculcar en las mentes y corazones de la juventud un eterno amor por su patria, y una constante devoción á nuestro pabellón Nacional.

“Resuelto, Que los Maestros de nuestro país que están batallando por la unidad y perpetuidad de nuestro Gobierno Nacional, son merecedores de todo honor, y que les deseamos toda clase de buen éxito en la obra de derrocar la rebelión que está opuesta á la causa de la educación popular y el espíritu de la moderna civilización.

“Resuelto, Que en el último día de Escuela que precede al Veinte y Dos de Febrero, y también en el Cuatro de Julio, leeremos anualmente en nuestras Escuelas, el ‘Adios de Washington,’ y la Declaración de Independencia.

Los niños en las Escuelas Públicas de San Francisco han dado á su patriotismo una dirección práctica contribuyendo en gran escala al Fondo de Sanidad. Un noble muchachito de la Escuela del Rincón solamente de siete años de edad, llevó á su Maestro su cajita de lata “Banca de Ahorros” la cual contenía siete pesos, sus pequeñas ahorros de varios años, diciendo. “Cuando desperté esta mañana pensé que daría esto para los soldados enfermos y heridos.” Está ya muerto, pero centenares de muchachos y muchachas se acordarán, cuando hayan llegado á ser hombres y mujeres, y cuando la guerra sea solo un objeto de historia y tradición, del personal sacrificio de patriotismo de este muchachito en las Escuelas Públicas. Pero, mientras que el espíritu de las Escuelas es inequivocadamente leal, existe muy pequeño esfuerzo sistemático para directamente inculcar un devoto y patriótico amor de patria, el cual, después de la adoración del Gran Padre de todos nosotros, es el más profundo y la más grande emoción del corazón humano.

En la mayor parte de nuestras Escuelas Públicas, el estudio de la historia de nuestro propio país está enteramente descuidado.

Algunos Maestros y Sindicos, que creen que la Educación está contenida en las cubiertas del libro ó aritmética, y que miran con más deleite las figuras de Álgebra en el pizarrón que las estrellas de nuestra bandera nacional, considerarán pérdida de tiempo el estudiar la historia; y otros no conociendo nada de ella, están contentos de dejar á sus pupilos en el mismo estado. El número de muchachos y muchachas de más de quince años de edad, que saben tan poco de la historia de su país natal como de la de China, no está limitado á cientos.

¿Como puede esperarse que los muchachos tengan orgullo nacional cuando todo el glorioso registro de nuestro país es un libro cerrado para ellos? Tablas, cronológicas de datas, é historias sin provecho son de poca consecuencia; recitaciones verbalmente de páginas recordadas de detalles sin importancia son un poco mejor que desperdiciar el tiempo; pero el espíritu de la historia Americana puede ser infundido á los discípulos por cualquier Maestro que poséa una chispa de él, sin intervenir con lo que se titulan los estudios regulares de la sala de Escuela. Las lecciones patrióticas de nuestra historia nacional no deben estar subordinadas á las de las tablas de multiplicación. Muchos muchachos perezosos se harían vivos, y muchos ojos mirarian con atención, cuando se recitase alguna historia de la Revolución por un Maestro que supiese la

manera de tocar los corazones juvenes. Los heroicos capítulos de nuestra historia—que sean aprendidos de memoria, repetidos una y otra vez, y que se entrelacen con cada memoria de los dias de Escuelas. La historia de los sufrimientos, privaciones, y peligros de los primeros colonos que fundaron la Nacion; el tenaz instinto con el cual los Colonistas se adhirieron al principio en los primeros estragos de la Revolucion; el carácter de Washington, y el modo como los políticos intrigaron para removerlo del mando del ejército cuando la victoria era adversa al triunfo de sus banderas; la heroica resistencia de los antiguos Continentales en las cabañas de Valley Forge, muriendose de hambre, enfermos, y sin calzado en el invierno; el arrojo de “Old Put,” “Mad Anthony,” y Ethan Allen; la historia de Lafayette, la que debe otra vez recitarse á Louis Napoleon; la malvada traicion de Benedict Arnold, el “Copperhead,” cuya “lealtad condicional” dependia del empléo y promocion; como la desgracia de los “Tories,” los pacificadores constitucionales de la Revolucion, se adhirió como la camisa de Nessus á sus descendientes; como el “Old Hickory” trató á los invasores Británicos, á los entrometidos Jueces, Calhoun, Carolina del Sud, y la nulificacion; como Webster y Clay se mantuvieron por la Constitucion y la Union—todos estos y cien mas deberian repetirse hasta que se hiciesen tan familiares como los cuentos de casa.

El Hon. J. S. Adams, Superintendente de Vermont, dice en su último informe :

“ Los Prusianos dicen, que todo aquello que se quiera que aparezca en la vida de una nacion ‘debe enseñarse en las Escuelas;’ y si esta máxima es alguna vez ó en alguna parte cierta, actualmente y en este pais lo es mas. Si debemos tener valor, devocion, y un elevado patriotismo para que sean los rasgos dominantes de nuestro carácter nacional ó de Estado, debemos enseñarlos en las Escuelas.

“ Es peor que nada suponer que la aritmética y grámatica la ciencia y las clásicas, todo lo que es digno de adquirirse, debe enseñarse con diligencia y gran trabajo, mientras que debemos esperar que el puro amor á la patria y al hogar debe venir por instinto sin pensarlo ni enseñarlo. Debemos *enseñar* á nuestros niños en su temprana edad para que sean bravos, verdaderos y magnanimos.

Las calificaciones de los ciudadanos para los deberes de su ciudadanía es el fin y objeto por el cual fueron las Escuelas establecidas. Porque entonces atienden tan cuidadosamente á los puntillos de aritmética y grámatica, y descuidan el asunto de mas importancia de la directa calificacion de la juventud para los deberes de la ciudadanía? Cuando encontramos en nuestras Escuelas mas de cuarenta mil niños estudiando aritmética, el hecho que probablemente no hay una sola clase en todas las Escuelas que reciba instruccion respecto al Gobierno y Constitucion de nuestro propio Estado, es una fuerte prueba de una grave falta.

“ Mas un ciudadano inteligente requiere tanto un claro entendimiento como tambien un corazon verdadero y fogaz; requiere habilidad como tambien un buen corazon. El que en corto tiempo llega á ser votante legal, y de consiguiente legislador de una comunidad republicana, necesariamente tiene que tener fuerza y utilidad en directa proporcion con su conocimiento del Gobierno, leyes, instituciones, condicion, capacidades, y necesidades del Estado. Un conocimiento especial y exacto de la geografia é historia, los recursos, las capacidades, las leyes é instituciones

de Vermont, entonces, es legitimo y deberia ser el principal objeto de instruccion en las Escuelas de Vermont.

“El descuido de estas cosas en nuestras Escuelas es tan completo que mas bien parece designio que accidente. Segun fue observado en la precedente citacion del último informe, la ignorancia de la historia y geografia de nuestro propio Estado parece ser la regla mas bien que la excepcion; y en este respecto nos encontramos en gran contraste con algunos de nuestros vecinos. La general familiaridad de los púpi los de muchas de las Escuelas de Massachusetts con la historia y geografia de su propio Estado es singularmente agradable á un extraño; la historia para ellos es su estudio comun, y en los corazones de los niños, Plymouth Rock y Bunker Hill son palabras de gran importancia—el desembarque de los Padres Peregrinos, y las luchas de Lexington y Concord han consagrado el suelo del ‘Estado de la Antigua Bahia,’ y es la constante veneracion de sus niños. En cualquier parte que se entre en las Escuelas Públicas, se encuentran y abundan los mapas de Massachusetts, cartas geográficas, y libros sobre sus recursos y capacidades, y una constante atencion sobre este tema ha hecho que el afecto patriótico á su Estado y pais sea proverbial y casi un rasgo inevitable de su pueblo.

“El hecho mas singular que puede manifestarse en coneccion con nuestras Escuelas Públicas, es que mientras que han sido ostensible y realmente establecidas con el objeto de enseñar á nuestros niños la manera de desempeñar los deberes de su futura ciudadanía, este particular objeto es casi el único de todos los conocimientos Escolásticos que absolutamente no reciben ninguna clase de atencion.

“Seguramente que no puede haber ninguna duda en este asunto. Los hombres libres en el verdadero sentido de la palabra no puedan acontecer como los fuegos accidentales, ó crecer como las sanorias. La piesa de Otello, sin hacerse mencion del Moro, sería un monumento de sagacidad al lado de una Escuela Republicana, organizada expresamente para impartir todas las necesarias calificaciones á los ciudadanos republicanos, que nunca enseñaze ni aun los mas simples elementos de los principios de las instituciones republicanas.

“Estos grandes principios fundamentales deberian entonces ser enseñados con regularidad en todas nuestras Escuelas. Las mentes y corazones de nuestros niños deben crecer diariamente en constante familiaridad con estos principípios morales y políticos que preceden y se hacen indispensables para el republicanismo.

“No es esto todo. La Ley de Derechos del Estado, y las principales faces de las Constituciones del Estado y Nacional Junto con el conocimiento de los diferentes departamentos del Gobierno, tanto el del Estado, como el Nacional, y Junto con algun conocimiento del método de hacer y ejecutar las leyes, deberían ser los tópicos de conversacion y de instruccion particular en toda Escuela Comunal á lo menos de todos los púpi los mas adelantados y antiguos.”

En un discurso ante la Asociacion de los Maestros del Estado de Nueva York el Presidente Pomeroy del modo que sigue con elocuencia manifiesta la relacion de la educacion de las Escuelas Públicas con el Gobierno :

“Una relacion remarcable está registrada en los archivos de Washington. Se encuentra comprobada con la firma del Presidente. Me refiero á las circunstancias que en el antiguo ejército y escuadra de los Estados Unidos, ni un solo soldado quiso pasarse á los insurjentes, ni se les pudo inducir que se uniesen á ellos, en su local revolucion contra el Gobierno.

En estos dos ramos del servicio público la rebelion enteramente estaba limitada á los oficiales ; mientras que en el pais en general y originalmente no comprendia à ninguna sinó á los cabecillas políticos y unos cuantos sobre los cuales pudieron ejercer un influjo predominante.

“ Estos oficiales y cabecillas eran los hombres mas inteligentes de su seccion ; muchos de ellos poseian conocimientos escolasticos, y de la cultura mas liberal. Asi es, que si la educacion debe mirarse como la principal salvaguardia de la Nacion, ¿por que es que no se respeta la Constitucion, que se ha abrogado el juramento de su lealtad, y se ha puesto el Gobierno en peligro por estos hombres educadores? A la primera vista, podría suponerse, que nuestra teoría de educacion universal, segun la hemos comprendido, no es mas que una falacia, ó que nuestros sistemas de educacion no son lo que deben ser. Puede ser que la suposicion sea correcta en ambos de estos puntos, pero antes de pasar un fallo demasiado ligero, hay otros hechos que considerarse, que presenta el asunto de un aspecto algo diferente.

“ La nombrada y absoluta lealtad del pais solo se encuentra en aquellas secciones donde las Escuelas son mas abundantes y apreciadas — y donde la educacion es mas libre. Creo que se encontrará cierto, que en proporcion que se retiran los privilegios de la instruccion de Escuelas de las masas del pueblo, ó en proporcion de la desatencion de estos privilegios por ellas, justamente en esa proporcion prevalece la deslealtad. Tan luego como aquellas se provéen ésta desaparece. Pór ejemplo los Estados de Nueva Inglaterra, son los mas intensamente educadores, y creo que no se podrá negar que han manifestado ser los mas leales ; aunque no deben hacerse invidiosas distinciones entre los Estados que son absolutamente leales. Los Estados Algodoneros, donde la difusion general de los privilegios de educacion estan mas restringidos que en otras partes del pais, (y consiguiente,) fueron los primeros que levantaron el estandarte de la discordia, y han estado todo el tiempo mas unanimemente declarados en su oposicion al Gobierno. Y en cualquiera otra parte en el Norte, en aquellas localidades donde se ha dedicado menos atencion á la educacion, y donde se han proveido menos medios para el sosten de las Escuelas, encontramos que las simpatías del pueblo estan mas inclinadas á favorecer la causa de traicion. En Illinois del Sud, por ejemplo—ámenudo nombrado el Egipto del Estado, á consecuencia de la oscuridad de su educacion — los privilegios de los niños en las Escuelas, y el sentimiento de lealtad del pueblo, son igualmente deficientes é impopular.

“ Tambien esto es cierto respecto al Sud de Indiana — oeste de Tennessee — norte de Missouri — y algunas partes de Kentucky. Y del mismo modo en todo el pais — Norte ó Sud — la educacion é intelijencia de las masas del pueblo, en cualquier parte pueden ser tomadas como el grado de su lealtad. La regla puede aplicarse con igual certeza á los barrios de nuestras ciudades del Norte — y á las vecindades en el campo — En los barrios y vecindades donde la ignorancia y el vicio son los principales caracteristicos del pueblo, visiblemente se prueba que allí y solamente allí, la rebelion ha encontrado sus mas verdaderos partidarios del Norte ; allí la separacion encuentra su contraparte.

“ Estos son hechos de suma importancia. Ellos prueban, ó al menos, justifican la inferencia, que no obstante de lo mucho que nuestras Escuelas parezcan escasas de ese deseado resultado que reduce el crimen en general, son verdaderos y seguros planteles de lealtad para el Gobierno.

“ Pero mientras que percibimos la importancia de la educacion universal, como una necesidad política del pais, no debemos olvidar que esta guerra nos enseña otra gran leccion, igualmente pertinente para el Edu-

cador y el hombre de Estado—que el monopolio de la enseñanza no es menos peligroso, y que quizás es aun mas peligroso que la falta de inteligencia. Los dos extremos deben igualmente evitarse si queremos preservar nuestra integridad nacional de la ruina y decadencia.

“De los doscientos treinta y ocho Colegios en los Estados Unidos de conformidad con el censo de mil ocho ciento cincuenta, ciento veinte y cuatro fueron establecidos en el Sud, con una poblacion nominal de cerca de seis millones para fomentarlos, aunque menos de una décima parte de esta poblacion son los verdaderos patrones que han tenido esas instituciones, ó que se espera que tendrán. Los otros ciento catorce—considerablemente menos que la mitad—pertenecen al Norte, y provéen á una poblacion de mas de veinte millones. Ademas de esto, nuestros Colegios del Norte ámenudo estan llenos de estudiantes del Sud, pero raramente acontece que se manden estudiantes del Norte á los Colegios del Sud.

Desde que tienen unas cuantas Escuelas accesibles al pobre, comparadas con el número de personas comprendidas en esa grande clase de su poblacion, de aqui se sigue que para ellos la educacion está limitada casi enteramente á los rangos de la aristocracia—los que pueden mandar á sus niños á los grande Seminarios de enseñanza, ó emplean maestros para que los enseñen en sus casas. La gran mayoria del pueblo es demasiado pobre para poder hacer esto en ninguna parte del país, ó en ninguna parte del mundo. De consiguiente ellos han hecho un monopolio de la enseñanza; y en donde exista semejante monopolio, la sociedad muy pronto desempeñará todas sus funciones de conformidad con la principal idea política de Calhoun—unos cuantos para pensar; muchos para trabajar. De esto la transicion es facil y natural hasta la última máxima de sus numerosos discipulos. Los pensadores para mandar; los trabajadores para servir. Facilmente se forman conspiraciones cuando existe tal estado de cosas; solo se requiere el motivo para que se descubra la disposicion, y suficiente es un motivo ligero. Facilita á la clase que tiene el mando el disponer del poder político de su seccion, porque en cualquiera combinacion en que entran posée una fuerza moral equivalente á la ley.”

EJERCICIOS MILITARES EN LAS ESCUELAS.

La cuestion de ejercicios militares en las Escuelas Públicas recientemente ha excitado mucha discusion entre los Maestros y educadores.

Como de costumbre, cuando se agitan nuevas cuestiones, mucho se ha dicho y escrito sobre las ventajas que resultarian de dicha instruccion en las escuelas, y muy poco se ha hecho á este respecto.

En la Escuela del Rincon en San Francisco, se ha organizado una compaña de muchachos bajo la instruccion de un caballero de conocimientos e ideas militares, y el experimento casi ha probado buen éxito.

Durante los muchos años que la misma Escuela estuvo bajo mi propia direccion, los muchachos mayores fueron regular y sistematicamente ejercitados en un curso completo de ejercicios gimnasticos. Uno de esos muchachos está actualmente en West Point en la Academia Militar, y el considera mil veces de mas valor el ejercicio fisico que recibio en la Escuela del Rincon que el intelectual, porque le facilitó los primeros principios físicos tan necesarios en una Academia Militar.

Conozco que la mayor parte de los jovenes que eran miembros de esas

clases gimnásticas consideran su ejercicio físico como la parte mas útil de su educacion de Escuela.

En unos cuantos de nuestros Colegios, Escuelas de Alto Grande, y Escuelas de Grámatica, se pueden los muchachos organizarse en compañías y ejercitarse en los elementos de la táctica militar; pero, en la mayor parte de las Escuelas Públicas en el Estado, esto es casi imposible, á consecuencia del pequeño número de muchachos en cada Escuela, y la desigualdad en la edad y tamaño de los muchachos.

¿Que puede entonces hacerse en las Escuelas? Cualquier hombre de experiencia militar que haya pasado por una sola campaña de actual servicio en guerra, declarará que los primeros grandes requisitos para un buen soldado, ante los cuales todos los otros son de segunda importancia, son, buena salud, musculacion, actividad, y fuerza de resistencia. El ejercicio manual y táctica puede ser aprendido en unas cuantas semanas por los reclutas mas novicios; pero los músculos de fierro y las fibras de acero no se les puede amarrar como mochilas. Los antiguos Griegos y Romanos ejercitaron á sus muchachos desde su niñez para hacerlos buenos soldados acostumbrandolos á la intemperie y fatigas, y por medio de ejercicios sistemáticos de gimnasia. Las largas listas de "exceptuados" del servicio militar manifiesta una espantosa condicion de debilidad física entre hombres que se hallan en la flor de la vida; y el destino de miles en el ejército que han sucumbido bajo las fatigas de la vida del soldado y que han entrado á los Hospitales, y de los Hospitales á sus sepulturas, prueba la falta de *músculo* en la Nacion. Algo mas que el ejercicio militar se necesita para elevar la norma del vigor físico, y hacer una nacion de batalladores capaces de sostener la guerra. Debemos principiar en la base con los tres millones de muchachos en las Escuelas Públicas, instruyendolos durante toda su vida de Escuela, en los ejercicios gimnásticos, sistematicamente seguidos hasta los juegos de bolas, saltos, lucha, pugilato, y todos los otros atleticos ejercicios.

Si creciesen bajo tal instruccion hasta la edad viril del poder muscular en lugar de una debilidad afeminada, se formarían competentes soldados para pelear y ganar las batallas de la Nacion. Esta guerra nos está enseñando algunas útiles lecciones á la punta de la bayoneta, y nada menos efectivo nunca llegará á las mentes de aquellos que piensan que el solo objeto de las Escuelas Públicas es enseñar aritmética, lectura, y escritura.

CONCLUSION.

El primer término oficial de once meses para el cual fue elegido al cargo de Superintendente de Instruccion Pública, concluyo con la fecha de este informe, el que necesariamente ha sido preparado, sin aun tener la oportunidad de revisarlo; impedido por el desempeño de otros deberes del cargo.

La importancia de los varios asuntos presentados ha impedido la posibilidad de presentar un breve informe; y como los informes de las Escuelas de otras secciones de la Union raras veces llegan á este Estado, he citado extensamente las miras de eminentes hombres de educacion, con el objeto de impartir á los empleados de Escuelas alguna informacion concerniente al progreso de las Escuelas Públicas de los antiguos Estados.

He procurado manifestar en claro language los defectos y necesidades de nuestro sistema de Escuelas Públicas. Si en conciencia me hubiese sido posible, me hubiera sido mas agradable haber encontrado mas que encomendar y menos que censurar; pero los panegiricos inmerecidos raras veces efectúan las reformas necesarias.

Al entrar á desempeñar otro término oficial de cuatro años, puedo comprender en alguna parte la magnitud de la obra que tiene que desempeñarse, y asumo la obra no con el espíritu de confianza personal. Habiendo dedicado toda mi vida en la profesion de la enseñanza—habiendo enseñado diez años en las Escuelas Públicas de este Estado—Tengo ambicion de cooperar con los muchos y solícitos Maestros en California que estan luchando por despertar la opinion pública á una verdadera estimacion de la relacion de las Escuelas Públicas para la futura permanencia y prosperidad del Estado, y para una estimacion mas alta de la profesion de la enseñanza. Sin embargo, los esfuerzos de los Maestros y Superintendentes, comparativamente efectuarían muy poco, á menos que fuesen protegidos por una juiciosa legislacion, que pueda anticipar el futuro, como tambien comprender el presente.

Apelo á todo legislador, que al considerar la cuestion de una contribucion de Estado para las Escuelas, tenga presente que su voto puede influir en los destinos de cien mil niños tanto para el bien como para el mal; que estan creciendo veinte mil niños en el Estado que “no asisten á la Escuela;” que la mejor “franquicia” que puede concederse al Estado es una generacion de jovenes instruidos de un inteligente patriotismo; y que la verdadera economia, anticipando el futuro, algunas veces consiste en un gasto liberal de fondos, mas bien que en reformas mal entendidas.

JOHN SWETT,
Superintendente de Instruccion Pública.

DEPARTAMENTO DE INSTRUCCION PUBLICA, {
San Francisco, Noviembre 1 de 1863. }

TABLAS ESTADISTICAS.



TABLAS ESTADISTICAS.

TABLA 1.

Estado de la total suma del Fondo de Escuelas, prorateada durante el año Escolastico que finalizó el treinta y uno de Agosto de mil ocho cientos sesenta y tres.

TABLA 2.

Extractos de Estadisticas de los Informes de los Superintendentes de las Escuelas Públicas de Condado en el Estado de California, correspondientes al año Escolastico que finaliza el treinta y uno de Agosto de mil ocho cientos sesenta y tres—las estadisticas son tomadas de los retornos de los Censos tomados por los Empadronadores de las Escuelas.

TABLA 3.

Extractos de la Estadisticas de Informes de Superintendentes de las Escuelas Públicas del Estado de California, durante el año Escolastico que finaliza el treinta y uno de Agosto de mil ocho cientos sesenta y tres—las estadisticas son tomadas de los informes de los Maestros de Escuelas Públicas, y Sindicos de Distritos de Escuelas.

TABLA 4.

Extracto de los Informes de Finanzas de los Superintendentes de Condado y Tesoreros de Condado del Estado de California, durante el año Escolastico que finaliza el treinta y uno de Agosto de mil ocho cientos sesenta y tres—ingresos.

T A B L A 4—Continuada.

Gastos.

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T A B L A 5.

Extracto de los Informes Suplementarios de los Superintendentes de Condado. Estadísticas Misceláneas durante el año Escolástico que finaliza el treinta y uno de Agosto de mil ocho cientos sesenta y tres.

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T A B L A 5—Continuada.

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T A B L A 6.

Extracto de los Informes sobre Finanzas de los Superintendentes de Condado, y Tesoreros de Condado, manifestando los errores y variaciones.

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T A B L A 6—Continuada.

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T A B L A 7.

Lista de Superintendentes de Condados en el Estado de California.

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T A B L A 7—Continuada.

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T A B L A 8.

Estado que manifiesta la suma de dinero de Escuelas recaudado de contribuciones de condado en cada condado, para cada niño entre cuatro y diez y ocho años de edad en el año de mil ocho cientos sesenta y tres.

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T A B L A 9.

Estado que manifiesta la suma para cada niño de Escuela en cada condado, derivado de toda clase de origen.

T A B L A 10.

Estado que manifiesta la valuacion de la propiedad imponible en cada condado en mil ocho cientos sesenta y dos, y la cuota de contribucion de Escuelas sobre cada cien pesos.

T A B L A 11.

Estado que manifiesta la suma que seria recaudada en cada condado, por medio de una contribucion de medio milésimo, y la suma que de dicha contribucion cada condado recibiria de retorno.

TABLA 1.

ESTADO de la Suma total del Fondo de Escuelas del Estado prorateda durante el Año Escolastico que finaliza el 31 de Agosto de 1863.

No.	CONDADOS.	Prorateo de Enero.	Prorateo de Julio.	Total de Prorateo.
1	Alameda.....	\$1,909 80	\$2,323 61	\$4,233 41
2	Amador.....	1,564 20	1,949 19	3,513 39
3	Butte.....	1,521 00	1,855 70	3,376 70
4	Calaveras ...	1,791 00	2,218 70	4,009 70
5	Colusa	400 50	524 10	924 60
6	Contra Costa.....	1,346 40	1,834 66	3,181 06
7	Del Norte.....	138 60	182 77	321 37
8	El Dorado.....	2,754 00	3,338 55	6,092 55
9	Fresno	36 90	44 83	81 73
10	Humboldt.....	628 20	771 24	1,399 44
11	Klamath.....	63 00	83 60	146 60
12	Lake.....	321 20	395 09	726 29
13	Los Angeles.....	2,158 20	2,581 99	4,740 19
14	Marin	574 20	669 69	1,243 89
15	Mariposa.....	791 10	961 77	1,752 87
16	Mendocino	666 00	813 20	1,479 20
17	Merced.....	240 30	290 21	530 51
18	Mono	47 70	46 64	94 34
19	Monterey	1,435 50	1,776 35	3,211 85
20	Napa	1,158 30	1,408 56	2,566 86
21	Nevada.....	2,211 30	2,714 41	4,925 71
22	Placer	1,607 40	1,962 68	3,570 08
23	Plumas.....	413 10	485 42	898 52
24	Sacramento.....	3,957 30	4,962 86	8,920 16
25	San Bernardino	864 00	1,080 55	1,944 55
26	San Diego.....	310 50	381 10	691 60
27	San Francisco.....	11,686 50	14,505 80	26,192 30
28	San Joaquin.....	2,830 50	3,449 85	6,280 35
29	San Luis Obispo.....	661 50	779 80	1,441 30
30	San Mateo.....	711 90	873 33	1,585 23
31	Santa Barbara.....	1,149 30	1,434 76	2,584 06
32	Santa Clara.....	3,207 60	4,067 78	7,275 38
33	Santa Cruz	1,323 90	1,622 48	2,946 38
34	Shasta	862 20	1,063 04	1,925 24
35	Sierra.....	684 00	841 55	1,525 55
36	Siskiyou	664 20	813 44	1,477 64
37	Solano.....	1,805 40	2,235 78	4,041 18
38	Sonoma.....	3,451 50	4,271 80	7,723 30
39	Stanislaus.....	368 10	463 67	831 77
A la vuelta.....		\$58,346 30	\$72,080 55	\$130,426 85

TABLA 1—Continuada.

No.	CONDADOS.	Prorateo de Enero.	Prorateo de Julio.	Total de Prorateo.
	Suma de la vuelta.....	\$58,346 30	\$72,080 55	\$130,406 85
40	Sutter.....	691 20	870 34	1,561 54
41	Tehama	490 50	620 35	1,110 85
42	Trinity.....	270 90	343 38	614 28
43	Tulare.....	739 80	938 36	1,678 16
44	Tuolumne	1,593 90	1,988 78	3,582 68
45	Yolo.....	1,243 80	1,531 66	2,775 46
46	Yuba	1,662 10	2,125 97	3,808 07
	Totales	\$65,038 50	\$80,499 34	\$145,537 84

TABLA 2.

EXTRACTO de Estadísticas de Informes de Superintendentes de Escuelas Públicas de Condado, Estado de California, durante el Año Escolar que finaliza el 31 de Agosto 1868—las Estadísticas son tomadas de los Retornos de los Censos de Escuelas.

ESTADÍSTICAS DE RETORNOS DE LOS CENSOS TOMADOS POR LOS EMPADRONADORES DE ESCUELAS.											
CONDADOS.	ESTADÍSTICAS DE RETORNOS DE LOS CENSOS TOMADOS POR LOS EMPADRONADORES DE ESCUELAS.										
	No. de Niños Blancos entre 6 y 18 años de edad que no asisten á ninguna Escuela.....	No. de Niños Blancos que asisten á Escuelas Particulares	No. de Niños Blancos de todas edades que asisten á las Escuelas Públicas.....	No. de Niños Blancos entre 4 y 6 años de edad que as'ten á Es'a	No. de Niños Blancos entre 4 y 8 años de edad.	No. de Niños Blancos de todas edades menores de 21 años, nacidos en California.	No. de Niños entre 18 y 21 años de edad.....	No. de Niños Blancos menores de 4 años de edad.....	No. Total de Niños Blancos entre 4 y 18 años de edad.....	No. de Muchachas entre 4 y 18 años de edad...	No. de Muchachos entre 4 y 18 años de edad...
Alameda.....	565	818	789	114	385	2,295	98	1,213	2,143	1,051	1,092
Amador	523	62	818	183	447	1,802	101	906	1,875	878	997
Butte	313	37	850	124	369	1,403	93	810	1,722	830	892
Calaveras	675	188	808	134	537	2,419	92	1,156	2,281	1,168	1,113
Colusa.....	184	13	295	25	98	462	19	229	494	238	256
Contra Costa.....	269	54	544	60	338	1,604	78	641	1,607	806	801
Del Norte.....	38	14	70	21	51	169	7	93	153	73	80
El Dorado.....	767	15	1,613	271	636	2,556	166	1,327	2,879	1,427	1,452
Fresno.....	.....	.....	17	3	10	39	.....	22	32	19	13
Humboldt .....	.....	.....	394	69	178	728	22	351	700	303	397
Klamath.....	140	23	17	.....	.....	121	.....	64	81	34	47
Lake.....	.....	.....	107	14	78	259	16	148	325	157	168
Los Angeles	1,078	65	681	60	293	2,429	158	794	2,373	1,168	1,205
Marin.....	144	160	224	49	144	661	41	327	725	307	418
Mariposa.....	157	.....	378	77	187	931	21	430	858	395	463
Mendocino.	182	125	303	71	222	808	36	414	843	373	475

TABLA 3.

EXTRACTO de Estadísticas de Informes de Superintendentes de Escuelas Públicas, Estado de California, correspondiente al Año Escolar que finaliza el 31 de Agosto, 1863.—Estadísticas tomadas de los Informes de los Maestros y Síndicos de Escuelas Públicas.

CONDADOS.	ESTADÍSTICAS DE RETORNOS DE MAESTROS Y SINDICOS.										
	No. total de Pupilos empadronados en los Registros de Escuelas Públicas	Término medio del No. perteneciente á las Escuelas Públicas.....	Término medio de Asistencia Diaria.....	Tanto por ciento de Asistencia.....	No. que asiste á la Escuela de menos de 6 años de edad.....	Término medio de No. de meses dur. los cuales estuvieron abiertas Esc'las.....	Término medio de salario mensual incluido Manutencion, pagado á cada Maestro.....	Térmo med. del tiempo los Maestros han enseñado en las mismas Esc'las.	Valuacion de Casas y Muebles de Escuelas.....	Valuacion de Bibliotecas de Escuelas.....	Valuacion de Aparatos de Escuelas
Alameda.....	834	516	376	.73	117	6.	\$57 00	8.	\$9,482 00	\$180 00	.....
Amador	995	773	579	.77	101	5.5	69 00	.....	13,888 00	22 00	\$470 00
Butte	1,079	580	636	.74	122	4.2	62 00	5.7	5,115 00	.....	109 00
Calaveras	781	565	459	.82	119	4.6	66 00	4.6	1,260 00	30 00	140 00
Colusa.....	202	142	127	.75	12	5.	46 00	6.	2,440 00	.....	.....
Contra Costa.....	558	260	313	.82	41	4.	55 00	4.5	7,775 00	65 00	25 00
Del Norte.....	75	26	24	.89	6	7.6	70 00	.....	1,630 00	.....	.....
El Dorado.....	1,668	1,351	998	.64	280	5.	61 00	7.5	14,300 00	140 00	240 00
Fresno.....	20	18	16	.88	3	3.	60 00	8.	.....	.....	.....
Humboldt.....	407	327	288	.87	48	4.	49 00	18.	3,285 00	.....	15 00
Klamath.....	.....	13	10	.....	.....	7.	100 00	.....	.....	.....	.....
Lake.....	127	79	78	.65	.....	8.5	55 00	5.	900 00	.....	.....
Los Angeles.....	720	414	266	.67	59	8.5	70 00	10.	7,175 00	.....	162 00
Marin	259	227	186	.69	81	4.	43 00	6.	2,485 00	10 00	16 00
Mariposa.....	344	324	211	.88	54	5.8	80 00	5.	4,958 00	.....	40 00
Mendocino.....	289	119	185	.85	.....	3.	40 00	.....	8,097 00	.....	.....

TABLA 4.

ESTRACTO de Informes de Finanzas de Superintendentes de Condado y Tesoreros de Condado del Estado de California, durante el año Escolastico que finaliza el 31 de Agosto de 1868.

CONDADOS.	INGRESOS.				
	Suma del Fondo de Escuelas recibida del Estado.....	Suma de dinero de Escuelas recibido de contribuciones de condado.	Suma de dinero recibido de contribuciones de distritos	Suma recibida de cuentas de prorates y suscripcion..	Total suma recibida de toda clase de origen para el sosten de las Escuelas.....
Alameda.....	94,283 41	\$8,185 22	\$500 00	\$1,325 88	\$14,244 01
Amador.....	3,513 39	4,570 94	.....	4,183 04	12,217 37
Butte.....	3,376 70	3,565 48	.....	2,849 44	9,391 62
Calaveras ..	4,009 70	2,581 40	64 75	2,856 83	9,462 18
Colusa.....	924 60	2,375 85	.....	341 11	3,641 56
Contra Costa.....	8,181 06	3,165 28	.....	873 00	7,219 34
Del Norte.....	821 37	247 80	.....	823 51	1,392 68
El Dorado.....	6,092 55	10,396 00	1,907 06	4,724 88	23,120 49
Fresno.....	81 73	103 50	.....	.....	185 23
Humboldt.....	1,399 44	1,087 40	.....	457 80	2,894 64
Alamath.....	146 60	230 15	.....	200 70	577 45
Lake.....	726 29	189 68	.....	217 85	1,138 27
Los Angeles.....	4,740 19	4,084 91	.....	.....	8,825 10
Marin.....	1,243 80	2,900 91	.....	555 95	4,700 75
Mariposa.....	1,752 87	2,184 22	.....	470 05	4,357 14
Mendocino.....	1,479 20	842 88	.....	355 38	2,677 46

Merced	530 51	905 16	.....	143 00	1,578 67
Mono.....	94 34	349 76	.....	.....	444 10
Monterey.....	3,211 85	3,403 31	.....	127 25	6,742 41
Napa.....	2,566 86	1,404 06	.....	1,549 69	5,520 61
Nevada.....	4,925 71	5,576 14	.....	5,634 22	16,136 07
Placer.....	3,570 08	7,903 00	320 75	2,012 49	13,806 32
Plumas.....	898 52	341 91	.....	755 53	1,995 96
Sacramento	8,920 16	12,949 30	18,956 14	6,256 69	47,082 29
San Bernardino.....	1,944 55	454 74	.....	193 03	2,592 32
San Diego.....	691 60	330 66	.....	.....	1,022 26
San Francisco.....	26,192 30	193,233 15	.....	.....	219,425 45
San Joaquin.....	6,280 35	10,161 96	5,833 67	3,427 00	25,702 98
San Luis Obispo	1,441 30	133 35	.....	.....	1,574 65
San Mateo.....	1,585 23	4,087 82	.....	967 00	6,640 05
Santa Barbara.....	2,584 06	721 66	.....	.....	3,305 72
Santa Clara.....	7,275 38	6,113 20	4,559 32	5,812 48	28,760 38
Santa Cruz.....	2,946 38	2,631 36	.....	643 11	6,220 85
Shasta.....	1,925 24	1,494 48	.....	698 22	4,117 94
Sierra.....	1,525 55	2,034 09	.....	2,157 75	5,717 39
Siskiyou.....	1,477 64	1,564 01	.....	944 44	3,986 09
Solano.....	4,041 18	4,656 88	.....	2,427 50	11,125 56
Sonoma.....	7,723 30	3,914 73	.....	5,512 76	17,150 79
Stanislaus.....	831 77	1,722 27	.....	1,419 16	3,973 20
Sutter.....	1,561 54	1,404 43	.....	1,189 67	4,155 64
Tehama.....	1,110 85	1,389 39	.....	820 50	3,320 74
Trinity.....	614 28	1,915 70	.....	.....	2,529 98
Tulare.....	1,678 16	738 52	.....	513 00	2,929 68
Tuolumne.....	3,582 63	2,412 89	800 00	65 00	6,860 52
Yolo.....	2,775 46	3,888 97	.....	3,697 94	10,362 37
Yuba.....	3,808 07	4,078 60	5,789 93	1,557 89	15,234 49
Totales.....	\$145,537 84	\$307,128 22	\$38,731 62	\$68,209 24	\$581,055 77

TABLA 4—Continuada.

CONDADOS.		GASTOS.						
	Suma pagada por Salarios de Maestros.....	Suma gastada para Solares, Edficlios, Reparaciones, y Muebles de Escuelas.....	Suma gastada para Bibliotecas de Escuelas	Suma gastada para Aparatos de Escuelas.....	Suma gastada por Renta, Combustible y Gastos Eventuales	Total de gastos para objetos de Escuelas.....	Balance en caja al fin del año Escolastico.....	
Alameda	\$7,828 48	\$2,081 66	.....	\$5 75	\$251 47	\$10,167 36	\$4,076 65
Amador.....	8,951 00	1,698 33	\$22 00	199 00	167 75	11,038 08	1,179 29	
Butte.....	7,550 28	436 50	.....	40 00	235 37	8,262 15	1,129 47
Calaveras	6,485 41	1,346 80	30 00	10 00	349 01	8,221 22	1,240 96	
Colusa	2,500 95	298 00	.....	.....	27 75	2,826 70	814 86
Contra Costa	5,035 44	411 77	.....	.....	91 24	5,538 45	1,680 89
Del Norte.....	1,290 00	262 41	.....	.....	67 00	1,619 41	.....
El Dorado	14,717 60	3,323 78	.....	113 14	521 56	18,676 08	4,444 41
Fresno.....	165 00	.....	.....	.....	.....	165 00	20 23
Humboldt.....	2,556 61	121 50	.....	49 23	129 00	2,856 34	38 30
Klamath	577 20	24 25	.....	.....	.....	601 45	.....
Lake.....	445 38	24 00	.....	.....	.....	469 38	663 89
Los Angeles.....	6,436 67	606 23	58 50	.....	74 50	7,175 90	1,649 20
Marin	2,232 45	1,206 39	.....	15 00	18 00	3,471 84	1,308 16
Mariposa.....	3,008 05	515 90	.....	.....	27 80	3,551 75	805 39
Mendocino.....	1,043 40	78 34	.....	10 00	.....	1,131 74	1,545 72
Merced.....	1,857 59	.....	.....	.....	.....	1,857 59	.....

Mono.....	400 00	.....	.....	.....	56 00	456 00	.....
Monterey.....	4,106 33	.....	.....	78 00	88 65	4,848 21	1,894 20
Napa.....	3,481 00	.....	12 00	21 75	83 99	3,799 31	1,741 30
Nevada.....	10,752 27	.....	.....	116 00	194 25	15,322 10	813 97
Placer.....	8,114 82	.....	82 00	193 00	167 75	10,155 44	3,650 88
Plumas.....	1,443 50	.....	.....	.....	24 00	1,817 50	178 46
Sacramento.....	26,981 49	.....	.....	154 25	4,088 59	42,611 96	4,470 19
San Bernardino.....	1,498 84	.....	.....	.....	30 00	1,794 05	798 27
San Diego.....	390 00	.....	.....	.....	41 12	431 12	591 14
San Francisco.....	86,282 71	.....	100 00	400 00	46,662 16	178,929 47	40,495 98
San Joaquin.....	17,410 91	.....	.....	.....	1,441 03	21,950 00	3,752 98
San Luis Obispo.....	620 00	.....	.....	.....	85 53	710 53	844 12
San Mateo.....	3,507 42	.....	.....	26 75	.....	4,542 12	2,097 93
Santa Barbara.....	1,010 00	.....	.....	.....	22 75	1,032 75	2,272 97
Santa Clara.....	17,072 44	.....	48 75	132 60	724 99	21,956 82	1,803 56
Santa Cruz.....	3,957 89	.....	.....	.....	152 00	4,411 18	1,809 67
Shasta.....	3,201 63	.....	.....	.....	56 60	3,378 56	739 38
Sierra.....	5,154 00	.....	30 00	80 00	243 63	7,009 65	.....
Giskiyou.....	3,048 50	.....	.....	72 00	85 25	3,777 00	209 09
Golano.....	5,430 41	.....	24 50	41 25	247 68	7,176 13	3,949 43
Sonoma.....	13,768 77	.....	17 00	409 00	534 14	16,086 24	1,064 55
Stanislaus.....	1,774 50	.....	90 00	.....	59 62	3,363 37	609 83
Sutter.....	3,258 61	.....	.....	.....	.....	3,626 61	529 03
Sutema.....	2,931 12	.....	.....	60 00	26 50	3,406 11	.....
Trinity.....	1,687 00	.....	.....	.....	155 50	1,842 50	687 48
Tulare.....	2,238 70	.....	.....	.....	12 55	2,359 75	569 93
Tulume.....	5,291 86	.....	.....	19 50	103 87	5,506 28	1,354 24
Tuolumne.....	8,752 87	.....	.....	25 00	80 68	9,948 15	414 22
Yolo.....	12,088 82	.....	.....	.....	922 70	13,528 04	1,706 45
Yuba.....	.....	.....	.....	.....	.....	.....	.....
Totales.....	\$328,338 02	\$93,931 53	\$514 75	\$2,271 22	\$58,271 97	\$483,407 49	\$97,648 28

TABLA 5.

EXTRACTO de los Informes Suplementarios de los Superintendentes de Condado. Estadísticas misceláneas durante el año Escolar-tico que finaliza el treinta y uno de Agosto de mil ochocientos sesenta y tres.

No. Escuelas de mantenidas abiertas por mas de 9 meses	.....	2	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. de Escuelas manten. abiert. mas de 6 y menos de 9 meses	5	2	2	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. de Escuelas manten. abiert. mas de 3 y menos de 6 meses	4	12	2	16	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. de Escuelas mantenidas solo tres meses.....	2	4	6	10	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. de Escuelas mantenidas abiertas menos de 3 meses..	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Término medio de sal'os Men's pag. á todos los Maestros...	\$57	\$57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sal'os Mensuales los mas bajos pag. á Maestras in. mant'n..	\$30	\$35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sal'os Mensuales los mas bajos pag. á Maestros in. mant'n..	\$50	\$50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sal'os Mensuales los mas altos pag. á Maestras in. mant'n..	\$75	\$75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sal'os Mensuales lo mas altos pag. á Maestros in. mant'n..	\$90	\$125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. Total de Maestros y Maestras empl'dos dur. el año	32	31	27	22	9	20	2	64	1	11	4	16	13	8	5	16	.....	.....	.....	.....
No. de Maestras empleados durante el año.....	15	12	14	11	4	7	.....	29	.....	7	1	7	1	8	5	5	.....	.....	.....	.....
No. de Maestros empleados durante el año.....	17	19	13	11	5	13	2	35	1	1	3	9	9	5	3	11	.....	.....	.....	.....
No. Total de Distritos de Escuelas.....	22	24	27	16	.....	17	3	41	5	9	6	7	9	13	8	14	.....	.....	.....	.....
No. Total de Escuelas.....	23	27	28	19	.....	18	2	45	1	10	6	11	11	11	8	14	.....	.....	.....	.....
No. Total de Escuelas de Alto Grado.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. Total de Escuelas de Gramáticas.....	1	3	.....	2	.....	.....	.....	5	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. Total de Escuelas Mixtas	18	18	4	15	.....	7	.....	.....	.....	8	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. Total de Escuelas Intermedias	4	.....	6	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. Total de Escuelas Prim.	4	6	18	2	.....	10	.....	40	1	1	4	6	6	3	8	12	.....	.....	.....	.....
CONDADOS.	Alameda	Amador	Butte	Calaveras	Colusa	Contra Costa	Contra Norte	Del Dorado	El Dorado	Fresno	Humboldt	Klamath	Lake	Los Angeles	Marin	Mariposa	Mendocino .....	.....	.....	.....

Merced.....	4	2	.....	6	5	1	6	75	54	60	54	63	.....	2	1	1	3	.....
Mono.....	.....	1	.....	7	1	1	1	.....	100	.....	100	100	.....	1	1	1	2	3
Monterey.....	3	1	2	7	10	3	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
Napa.....	1	15	.....	16	17	4	18	100	60	50	85	60	1	7	6	1	1	3
Nevada.....	3	19	3	27	15	13	28	130	80	50	50	74	8	4	5	.....	6	.....
Placer.....	23	.....	2	25	14	17	31	100	100	50	50	70	2	3	10	4	.....	.....
Plumas.....	5	.....	.....	5	4	3	7	75	66	65	60	64	.....	5	2	.....	13	.....
Sacramento.....	16	28	3	53	41	32	46	125	85	85	80	56	2	2	18	18	13	.....
San Bernardino.....	.....	9	.....	9	9	9	9	65	.....	.....	.....	52	.....	5	1	2	.....	.....
San Diego.....	1	.....	.....	1	.....	.....	2	.....	65	.....	65	65	.....	.....	.....	1	.....	.....
San Francisco.....	10	2	6	19	12	16	81	270	125	125	40	92	.....	.....	.....	4	15	.....
San Joaquin.....	2	41	1	47	42	35	14	150	100	50	50	73	1	7	13	12	4	.....
San Luis Obispo.....	2	.....	.....	2	2	2	.....	75	.....	83	.....	54	.....	.....	2	.....	.....	.....
San Mateo.....	1	10	.....	11	10	5	8	60	60	50	30	50	2	1	2	1	5	.....
San Mateo.....	.....	.....	.....	8	3	4	1	75	.....	.....	50	62	.....	.....	.....	1	1	.....
Santa Barbara.....	14	21	3	4	35	39	34	100	75	40	35	58	8	5	6	15	16	.....
Santa Clara.....	7	9	.....	11	9	8	3	90	60	29	60	62	.....	2	1	4	2	.....
Santa Cruz.....	2	.....	.....	20	18	8	13	130	90	50	50	63	.....	8	1	1	1	.....
Shasta.....	20	.....	.....	16	13	10	7	100	80	60	50	77	3	1	3	4	1	.....
Sierra.....	9	6	1	18	13	9	4	100	65	60	50	63	2	4	6	1	.....	.....
Siakiyon.....	.....	18	.....	21	20	16	9	100	60	47	30	69	2	18	11	3	2	.....
Solano.....	6	3	.....	54	55	45	22	67	100	.....	.....	53	.....	20	18	9	4	.....
Sonoma.....	8	45	1	7	7	9	.....	100	.....	35	.....	62	.....	4	1	1	1	.....
Stanislaus.....	.....	7	.....	14	14	9	8	17	75	.....	.....	52	.....	2	5	3	.....	.....
Sutter.....	3	11	.....	14	9	11	3	14	90	60	50	54	.....	1	2	3	1	.....
Tehama.....	6	1	.....	7	8	11	3	100	75	70	70	84	1	1	1	1	1	.....
Trinity.....	6	.....	1	7	7	3	4	10	75	60	50	62	2	1	1	6	.....	.....
Tulare.....	.....	10	.....	10	3	8	2	15	110	75	50	40	.....	2	2	5	8	.....
Tuolumne.....	8	.....	2	10	10	7	8	85	80	50	40	62	.....	2	3	6	11	.....
Tuolumne.....	10	13	.....	23	22	23	11	34	85	80	50	40	62	.....	3	6	11	3
Yuba.....	2	21	2	27	21	13	17	30	175	80	35	68	1	7	6	4	9	.....
Estados y térm. med.	280	364	48	754	634	535	464	919	\$270	\$125	\$30	\$80	31	198	211	157	114	.....

Merced.....	5.	.....	5	5	.....	6	2	1	21	12	30	5	1	.....	10	.....	20	200
Mono.....	4.	.....	1	1	.....	.....	1	.....	8	.....	.....	1	1	.....	.....	.....	.....	100
Monterey.....	8.	.....	6	.....	7	1	.....	.....	.....	.....	.....	7	.....	.....	.....	.....	25	150
Napa.....	4.6	.....	17	4	10	5	5	50	.....	.....	.....	.....	1	5	5	.....	10	480
Nevada.....	5.1	1	26	.....	.....	6	2	.....	.....	.....	.....	.....	.....	10	7	10	5	20
Placer.....	5.3	.....	23	8	4	27	6	1	80	.....	.....	11	1	6	6	25	4	1,000
Plumas.....	4.4	.....	2	4	.....	6	1	.....	8	7	12	1	.....	3	.....	.....	05	100
Sacramento.....	6.	4	43	3	.....	.....	.....	3	33	123	223	22	3	10	29	43	38	1,000
San Bernardino.....	4.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
San Diego.....	6.	.....	.....	.....	.....	.....	1	.....	2	4	9	.....	.....	.....	.....	.....	.....	.....
San Francisco.....	10.	6	12	1	23	15	.....	17	250	100	.....	19	.....	96	89	10	.....	4,000
San Joaquin.....	5.5	1	41	20	35	5	6	.....	30	.....	.....	16	3	.....	19	.....	22	550
San Luis Obispo.....	4.	.....	1	.....	1	.....	.....	.....	7	9	26	2	.....	.....	.....	.....	05	150
San Mateo.....	5.4	.....	10	6	.....	2	4	.....	11	.....	.....	2	1	3	3	5	4	800
Santa Barbara.....	9.5	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Santa Clara.....	6.5	1	36	15	6	30	16	5	60	.....	.....	13	1	25	18	24	14	600
Santa Cruz.....	6.6	.....	10	2	1	2	4	.....	1	80	.....	.....	.....	4	4	.....	25	240
Shasta.....	5.	.....	19	.....	.....	21	5	1	18	18	10	18	.....	2	3	5	.....	480
Sierra.....	5.3	.....	12	3	7	3	1	4	25	44	138	4	.....	10	.....	.....	10	400
Siskiyou.....	4.1	.....	12	5	5	4	3	2	15	7	13	5	.....	1	1	.....	10	600
Solano.....	5.8	1	16	.....	11	7	5	6	20	.....	.....	1	1	.....	9	16	.....	15
Sonoma.....	4.8	1	51	12	.....	.....	.....	.....	.....	20	50	3	.....	20	20	80	.....	400
Stanislaus.....	4.	1	5	.....	4	7	.....	.....	.....	.....	.....	.....	.....	5	1	.....	25	20
Sutter.....	5.	1	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tehama.....	5.6	2	5	5	1	11	5	5	9	24	55	5	2	.....	.....	.....	06	000
Trinity.....	6.	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tulare.....	5.	.....	8	10	.....	.....	.....	2	.....	80	200	3	.....	.....	1	.....	25	200
Tuolumne.....	4.3	2	8	.....	.....	1	.....	.....	.....	26	27	7	.....	7	8	.....	10	250
Yolo.....	6.	2	20	4	9	23	4	9	25	.....	.....	1	.....	5	11	16	.....	365
Yuba.....	8.3	2	20	.....	9	13	1	.....	20	.....	.....	15	1	.....	6	.....	15	400
Totales y términos por medios }	5.4	81	647	149	159	294	124	99	1,058	971	2,460	219	17	277	308	242	86	440

TABLA 6.

ESTRACTO de Informes sobre Finanzas de Superintendentes y Tesoreros de Condado, manifestando Errores y Variaciones.

CONDADOS.	Prorateo del Estado—Suma correcta	Suma segun informada por los Superintendentes de Condado	Variaciones	Suma segun informada por los Tesoreros de Condado.....	Variaciones	Suma de Contribuciones de Escuelas de Condado segun informada por los Sup'tes de Cond'o	Suma de Contribuciones de Escuelas de Condado segun informada por los Tes'ros de Cond'o	Variaciones
Alameda.....	\$4,233 41	\$4,211 45	\$21 96	\$4,131 33	\$21 96	\$6,773 25	\$8,185 22	\$1,411 97
Amador.....	3,513 39	2,947 46	565 93	3,513 39	.....	3,962 28	4,570 94	608 66
Butte.....	3,376 70	3,576 70	200 00	3,376 70	.....	4,324 46	3,665 48	658 98
Calaveras.....	4,009 70	3,289 13	720 57	4,009 70	.....	2,531 40	2,834 27	302 87
Colusa.....	924 60	557 87	366 73	1,073 34	148 74	2,123 16	2,375 85	252 69
Contra Costa.....	3,181 06	3,182 58	1 52	3,181 58	52	3,165 28	3,165 28	.....
Del Norte	321 37	365 05	43 68	.....	.....	247 80	.....	.....
El Dorado.....	6,092 55	6,112 85	20 30	6,092 55	.....	8,178 00	10,396 00	2,218 00
Fresno.....	81 73	81 73	.....	81 73	.....	.....	103 50	.....
Humboldt	1,399 44	1,399 44	.....	1,399 44	.....	1,037 40	768 07	265 33
Klamath.....	146 60	146 60	.....	200 00	53 40	230 15	241 17	11 02
Lake	726 29	348 58	377 71	726 29	.....	146 55	189 63	43 08
Los Angeles.. ..	4,740 19	2,908 03	1,832 16	.....	.....	4,084 91	.....	.....
Marin	1,243 89	1,243 89	.....	1,243 89	.....	2,900 91	2,901 51	60
Mariposa.....	1,752 87	796 07	956 80	1,752 87	.....	2,512 86	2,134 22	378 14
Mendocino.....	1,479 20	677 55	801 65	1,479 20	.....	427 86	842 88	415 02

Merced.....	530 57	530 43	14	905 16	349 76	173 16
Mono.....	94 34	94 34		522 92	349 81	
Monterey.....	3,211 85	3,211 85		8,229 59	3,403 81	
Napa.....	2,506 86	2,583 09		892 61	1,404 06	511 45
Nevada.....	4,925 71	4,925 71		5,498 00	5,576 14	138 14
Placer.....	3,570 08	3,570 08		7,865 94	7,903 00	37 06
Plumas.....	898 52	898 52		346 22	341 91	4 31
Sacramento.....	8,920 16	8,920 16		12,949 30		
San Bernardino ..	1,944 55	864 00		454 74	409 65	45 09
San Diego.....	691 60	499 60		330 66	347 00	16 34
San Francisco.....	26,192 30	26,192 30		171,784 30	171,784 30	
San Joaquin.....	6,280 35	4,133 56		10,161 96	11,078 78	906 82
San Luis Obispo..	1,441 30	986 02		185 35	135 35	
San Mateo.....	1,585 23	1,583 23		3,748 21	4,087 82	344 61
Santa Barbara ..	2,584 06	2,584 06		453 75	721 66	267 91
Santa Clara.....	7,275 38	7,275 38		6,265 99	6,113 20	152 79
Santa Cruz.....	2,946 38	2,926 38		1,851 81	2,631 36	779 55
Shasta.....	1,925 24	2,107 59		1,484 48	1,494 48	10 00
Sierra.....	1,525 55	1,534 55		2,034 09		
Siakiyou	1,477 64	1,477 64		1,993 07	1,564 01	429 06
Solano.....	4,041 18	4,041 18		2,653 42	4,656 88	2,003 46
Sonoma.....	7,723 30	7,743 06		2,837 90	3,914 73	1,076 83
Stanislaus.....	831 77	831 77		1,614 40	1,722 27	107 87
Sutter.....	1,561 54	1,573 23		1,404 43	1,832 15	477 72
Tehama.....	1,110 85	1,110 85		1,457 42	1,389 39	68 03
Trinity.....	614 28	614 91		1,437 80	1,915 70	477 90
Tulare.....	1,678 16	1,678 16		738 52	981 78	243 26
Tuolumne.....	3,532 63	3,582 63		2,493 67	2,412 89	80 53
Tulare.....	2,775 46	2,776 46		3,868 82	4,135 28	256 46
Yuba.....	3,808 07	3,808 07		5,125 50	4,078 60	1,046 90
Totales.....	\$145,537 84	\$129,908 22	\$2,386 36	\$299,120 80	\$288,809 48	\$16,221 66

Mono.....	611 26	617 26	6 00	444 10	173 16
Monterey.....	6,346 20	6,346 20	.....	6,742 41	396 21
Napa.....	3,799 41	3,799 41	.....	5,520 61	1,721 20
Nevada.....	15,751 85	15,913 45	161 60	16,136 07	222 62
Placer.....	13,645 27	18,836 62	181 35	13,806 32	30 30
Plumas.....	2,000 27	2,000 27	.....	1,195 96	4 31
Sacramento.....	46,272 88	46,272 88	.....	47,082 29	809 41
San Bernardino.....	1,488 76	1,511 77	23 01	2,592 32	1,080 55
San Diego.....	829 76	829 76	.....	1,022 26	192 50
San Francisco.....	219,425 35	219,425 35	.....	219,425 35	.....
San Joaquin.....	21,263 72	23,551 35	2,287 63	25,702 98	1,151 63
San Luis Obispo.....	1,121 37	1,121 37	.....	1,574 65	453 28
San Mateo.....	7,074 23	6,351 12	723 11	6,630 05	721 07
Santa Barbara.....	1,361 30	1,361 30	.....	3,305 72	1,944 42
Santa Clara.....	24,100 44	23,870 24	230 20	23,760 38	109 96
Santa Cruz.....	5,062 94	4,482 34	580 60	6,220 85	1,157 91
Shasta.....	4,320 09	4,290 09	30 00	4,117 94	172 15
Sierra.....	6,155 75	5,726 39	429 36	5,717 39	9 00
Siskiyou.....	4,141 11	4,416 11	275 00	3,986 09	430 02
Solano.....	5,236 45	7,983 82	2,747 37	11,125 56	3,141 74
Sonoma.....	16,073 96	16,073 96	.....	17,150 79	1,077 83
Stanislaus.....	4,013 36	3,856 86	156 50	3,973 20	116 34
Sutter.....	3,666 77	3,757 79	91 02	4,155 64	397 85
Tehama.....	3,462 12	3,462 12	.....	3,320 74	141 38
Trinity.....	2,075 75	2,075 75	.....	2,529 98	454 23
Tulare.....	2,724 10	2,931 68	207 58	2,929 68	2 00
Tuolumne.....	6,921 84	6,922 85	1 01	6,860 52	62 33
Yolo.....	10,485 28	10,362 37	123 01	10,362 37	.....
Yuba.....	16,271 39	16,260 89	10 40	15,234 49	1,026 40
Totales.....	\$,550101 75	\$563,022 69	\$19,636 08	\$581,055 77	\$27,058 12

TABLA 6—Continuada.

CONDADOS.	Total de Gastos segun la adiccion correcta de las "partidas" segun informada por los Superintendentes de Condado.....	Suma segun manifestada en la columna de totales por los Superintendente de Condado.....	Variaciones.....	Balance an caja, segun informes correctos.....	Balance en caja, segun informado por los Superintendente de Condado	Variaciones.....	Balance en caja, segun informado por los Tesoreros de Condado...
Alameda.....	\$10,167 31	\$8,706 42	\$1,460 89	\$4,076 65	\$2,831 50	\$1,245 15	\$3,916 86
Amador.....	11,038 08	1,138 08	.....	1,179 29	1,511 22	331 93	154 22
Butte.....	8,262 15	8,244 20	17 95	1,129 47	2,543 33	1,413 86	3,332 08
Calaveras.....	8,221 22	8,528 56	307 04	1,240 96	2,304 82	1,063 86	2,683 42
Colusa.....	2,825 75	2,875 70	49 95	814 86	844 51	29 65	5,033 26
Contra Costa.....	5,538 45	5,574 45	36 00	1,680 89	2,438 96	758 07	2,105 71
Del Norte.....	1,619 41	1,515 41	104 00	.....	237 77	237 77	.....
El Dorado.....	18,676 08	17,837 08	839 00	4,444 41	2,229 60	2,214 81	2,726 65
Fresno.....	165 00	165 00	.....	20 23	.....	20 23	318 28
Humboldt.....	2,856 34	2,888 18	31 84	38 30	575 61	537 31	594 97
Klamath.....	601 70	601 70	.....	.....	75.75	75 75	520 81
Lake.....	469 38	245 38	224 00	663 89	758 81	94 92	504 75
Los Angeles.....	7,175 90	7,175 90	.....	1,649 20	7,175 90	5,526 70	.....
Marin.....	3,471 84	8,456 09	15 75	1,308 16	1,538 87	230 71	1,675 87
Mariposa.....	8,551 75	8,393 48	158 27	805 89	1,685 48	880 09	1,676 45
Mendocino.....	1,181 74	1,135 49	8 75	1,542 72	174 91	1,870 81	749 05
Merced.....	1,857 59	1,857 59	.....	.....	161 65	161 65	.....

Mono.....	456 00	456 00	.....	.....	161 26	161 26	224 62
Monterey.....	4,848 22	4,848 22	.....	.....	1,497 96	396 24	2,608 54
Napa.....	3,799 44	3,799 44	.....	.....	2,391 74	650 44	2,391 84
Nevada.....	15,322 60	13,842 77	1,479 33	.....	1,909 08	1,095 11	3,563 74
Placer.....	10,155 44	10,911 31	755 87	.....	4,613 92	963 04	5,326 38
Plumas.....	1,817 50	1,817 50	.....	.....	182 77	4 31	182 71
Sacramento.....	42,611 96	42,611 96	.....	.....	4,470 19	.....	.....
San Bernardino.....	1,794 05	1,790 50	3 55	.....	156 98	641 29	410 76
San Diego.....	431 12	431 12	.....	.....	398 64	192 50	459 09
San Francisco.....	178,929 47	178,929 47	.....	.....	40,495 98	.....	33,771 19
San Joaquin.....	21,948 10	22,025 15	77 05	.....	761 48	2,991 55	5,912 57
San Luis Obispo.....	705 58	705 53	.....	.....	715 29	128 83	715 29
San Mateo.....	4,542 12	4,542 12	.....	.....	2,531 95	434 02	2,531 95
Santa Barbara.....	1,032 75	1,032 75	.....	.....	328 55	1,844 42	2,519 54
Santa Clara.....	21,956 82	21,956 82	.....	.....	2,143 42	389 86	1,463 33
Santa Cruz.....	4,482 34	5,120 61	638 27	.....	1,639 52	170 15	1,862 08
Shasta.....	3,378 56	3,432 91	54 25	.....	1,421 87	682 49	1,421 47
Sierra.....	7,009 65	7,435 44	425 79	.....	2,153 15	2,153 15	.....
Siskiyou.....	3,777 00	3,689 63	87 37	.....	1,212 01	209 09	1,348 61
Solano.....	8,249 49	1,623 00	6,626 49	.....	575 31	3,374 12	3,617 40
Sonoma.....	16,086 24	16,086 24	.....	.....	1,064 55	.....	4,187 47
Stanislaus.....	3,363 37	3,363 37	.....	.....	673 43	68 60	923 18
Sutter.....	3,458 54	3,626 61	.....	.....	398 01	131 02	988 00
Tehama.....	3,406 11	3,406 11	168 07	.....	170 45	170 45	980 02
Trinity.....	1,842 50	1,842 50	.....	.....	245 75	441 78	981 02
Tulare.....	2,359 75	2,348 90	10 85	.....	229 82	840 11	1,168 82
Tuolumne.....	5,506 28	5,527 78	21 50	.....	1,489 32	136 08	2,591 98
Yolo.....	9,948 15	9,972 29	24 14	.....	1,210 00	795 78	1,221 51
Yuba.....	13,528 04	14,027 71	499 67	.....	8,152 93	6,446 88	8,297 93
Totales.....	\$434,376 83	\$466,542 47	\$14,120 64	\$96,637 97	\$110,418 97	\$41,089 79	\$117,102 48

TABLA 7.

LISTA de Superintendentes de Condado en el Estado de California.

No	Condados.	Término que finalizó en Marzo 1, de 1864.	Dirección por Correo.
1	Alameda.....	B. N. Seymour.....	Alvarado
2	Amador.....	Samuel Page.....	Jackson.....
3	Butte.....	S. B. Osbourne.....	Oroville.....
4	Calaveras.....	Robert Thompson.....	Mokelumne Hill...
5	Colusa.....	John C. Addington.....	Colusa.....
6	Contra Costa.....	D. S. Woodruff.....	Contra Costa.
7	Del Norte.....	C. N. Hinckley.....	Crescent City.....
8	El Dorado.....	M. A. Lynde	Diamond Springs.
9	Fresno.....	H. M. Quigley.....	Visalia
10	Humboldt.....	W. L. Jones	Humboldt.....
11	Klamath.....	R. P. Hirst	Orleans Bar.....
12	Lake	W. R. Matthews.....	Lakeport.....
13	Los Angeles.....	John M. Shore.....	Los Angeles.....
14	Marin.....	James Miller.....	San Rafael.....
15	Mariposa.....	J. R. McCreedy.....	Mariposa
16	Mendocino.....	E. R. Budd.....	Ukiah... ..
17	Merced	R. B. Huey.....	Snelling
18	Mono	C. A. Niles.....	Aurora.....
19	Monterey.....	G. W. Bird	Monterey
20	Napa.....	A. Higbie.....	Napa
21	Nevada.....	J. C. Chittenden....	Nevada.....
22	Placer.....	A. H. Goodrich.....	Forest Hill.....
23	Plumas.....	A. S. Titus	Quincy.....
24	Sacramento	F. W. Hatch	Sacramento
25	San Bernardino.....	A. F. McKinney.....	San Bernardino...
26	San Diego.....	George A. Pendleton.....	San Diego.....
27	San Francisco.....	George Tait.....	San Francisco.....
28	San Joaquin.....	Cyrus Collins.....	Stockton
29	San Luis Obispo.....	Alexander Murray.....	San Luis Obispo..
30	San Mateo.....	W. C. Crook	Redwood City.....
31	Santa Barbara.....	R. De la Guerra.....	Santa Barbara.....
32	Santa Clara.....	S. S. Wiles	San José.....
33	Santa Cruz.....	D. J. Haslam.....	Santa Cruz
34	Shasta.....	Grove K. Godfrey.	Shasta
35	Sierra.	W. C. Pond.....	Downieville.....
36	Siskiyou.....	T. N. Stone.....	Yreka
37	Solano.....	J. W. Hines.....	Vallejo.....
38	Sonoma	C. G. Ames.....	Santa Rosa.....
39	Stanislaus.....	A. B. Anderson.....	Knight's Ferry....
40	Sutter.....	J. E. Stevens.....	Yuba City.....
41	Tehama.....	W. H. Bahney.....	Red Bluff.....
42	Trinity	F. Walter.....	Weaverville.....

TABLA 7—Continuada.

No	Condados.	Término que finalizó en Marzo 1, de 1864.	Dirección por Correo.
43	Tulare	F. O. Ellis.....	Visalia.....
44	Tuolumne	C. S. Pease.....	Big Oak Flat.....
45	Yolo.....	Henry Gaddis.....	Cacheville.....
46	Yuba	W. C. Belcher.....	Marysville.....

TABLA 7—Continuada.

LISTA de Superintendentes de Condado en el Estado de California.

No.	CONDADOS.	Elejidos por dos años desde Marzo 1° de 1864 hasta Marzo 1° de 1866.	Direccion por Correo.
1	Alameda.....	B. N. Seymour.....	Alvarado.....
2	Amador.....	D. Townsend.....	Volcano
3	Butte	Isaac Upham.....	Oroville
4	Calaveras	W. C. Masher	Mokelumne Hill..
5	Colusa.....	T. J. Andrus.....	Colusa
6	Contra Costa.....	J. T. S. Smith.....	Pacheco.....
7	Del Norte.....	R. J. McLellan.....	Crescent City.....
8	El Dorado.....	S. A. Penwell.....	Placerville.....
9	Fresno	S. H. Hill.....	Scottsburg.....
10	Humboldt.....	W. L. Jones.....	Humboldt....
11	Klamath.....	E. Lee	Sawyer's Bar.....
12	Lake	Thomas B. Sleeper.....	Upper Lake.....
13	Los Angeles.....	A. B. Chapman.....	Los Angeles.....
14	Marin.....	J. W. Zuver.....	Bloomfield, Sono-
...	.....	.....	ma County.....
15	Mariposa.....	F. C. Lawrence.....	Mariposa.....
16	Mendocino	J. L. Broadbus	Ukiah.....
17	Merced	R. B. Huey.....	Snelling..
18	Mono .....	.....	.....
19	Monterey	E. Earl	Monterey
20	Napa	A. Higbie.....	Napa.....
21	Nevada	M. S. Deal	Nevada
22	Placer.....	A. H. Goodrich	Forest Hill.....
23	Plumas	M. Hollingsworth.	Quincy
24	Sacramento.....	Sparrow Smith	Sacramento.....
25	San Bernardino.....	E. Robbins.....	San Bernardino...
26	San Diego.....	José M. Estudillo	San Diego.....
27	San Francisco.....	George Tait.....	San Francisco.....
28	San Joaquin.....	Melvill Cottle.....	Stockton
29	San Luis Obispo.....	Alexander Murray.....	San Luis Obispo..
30	San Mateo.....	W. C. Crook	Redwood City.....
31	Santa Barbara.....	A. B. Thompson.....	Santa Barbara.....
32	Santa Clara.....	Wesley Tonner.....	San José
33	Santa Cruz.....	W. C. Bartlett.....	Santa Cruz.....
34	Shasta.....	John J. Conmey.....	Shasta
35	Sierra	W. C. Pond.....	Downieville
36	Siskiyou	Thomas N. Stone.....	Yreka.....
37	Solano.....	G. W. Simonton.....	Green Valley.....
38	Sonoma.....	C. G. Ames.....	Santa Rosa.....
39	Stanislaus	George W. Shell.....	Knight's Ferry....
40	Sutter	N. Furlong.....	West Butte.....
41	Tehama	W. H. Bahney.....	Red Bluff.....

TABLA 7—Continuada.

No.	CONDADOS.	Elejidos por dos años desde Marzo 1° de 1864 hasta Marzo 1° de 1866.	DIRECCION por Correo.
42	Trinity	D. E. Gordon.....	Weaverville.....
43	Tulare.....	M. S. Merrill.....	Visalia.....
44	Tuolumne	John Graham.....	Columbia.....
45	Yolo	Henry Gaddis	Cacheville
46	Yuba.....	E. Van Muller.....	Marysville

TABLA 8.

ESTADO *que manifiesta la suma de Fondos de Escuelas recaudados de Contribuciones de Condado en cada Condado, por cada Niño entre Cuatro y Diez y Ocho Años de edad, 1863.*

CONDADOS.	Sumas.
San Francisco.....	\$11 90
Trinity	5 33
Colusa..... ..	4 81
Placer	4 00
Marin.....	4 00
Alameda.....	3 82
El Dorado.....	3 61
Stanislaus	3 47
Merced	3 24
Fresno.....	3 23
San Joaquin	3 22
Mono.....	3 21
Mendocino	3 18
Sacramento.....	2 87
Yuba	2 67
Yolo	2 56
Nevada	2 50
Amador	2 44
Tehama.....	2 43
Butte.....	2 13
Monterey.....	2 13
Solano	2 05
Mariposa.....	2 04
Siskiyou	2 00
Sierra.....	1 98
Contra Costa	1 97
Los Angeles	1 72
Santa Cruz.....	1 64
Del Norte	1 62
Shasta	1 60
Sutter.....	1 57
Santa Clara.....	1 53
Humboldt.....	1 48
Tuolumne	1 31
Napa	1 12
Calaveras.....	1 11
Sonoma	1 01
San Diego.....	95
Tulare	88
Plumas	66
Lake	58

TABLA 8—Continuada.

CONDADOS.	Sumas.
Santa Barbara.....	\$ 54
San Bernardino.....	42
San Luis Obispo	18
Klamath, (oculto). .....	.....

TABLA 9.

Estado que manifiesta la Suma por cada Niño de Escuela en cada Condado derivada de cada clase de origen.

CONDADOS.	Sumas.
San Francisco.....	\$13 52
Sacramento	10 66
Trinity	9 44
Del Norte.....	9 10
San Joaquin	8 11
El Dorado.....	8 03
Stanislaus	8 01
Yuba	8 00
San Mateo.....	7 95
Colusa	7 65
Placer	7 63
Nevada.....	7 25
Klamath	7 13
Yolo	6 81
Alameda.....	6 64
Amador.....	6 51
Marin.....	6 48
Santa Clara	5 87
Tehama	5 81
Fresno.....	5 78
Merced	5 71
Sierra.....	5 64
Butte	5 45
Mariposa	5 07
Siskiyou	5 06
Solano.....	4 91
Sutter	4 68
Contra Costa	4 49
Sonoma	4 45
Napa.....	4 41
Shasta	4 40
Monterey	4 22
Calaveras.....	4 15
Humboldt	4 13
Mono.....	4 07
Santa Cruz.....	3 8
Tuolumne	3 72
Los Angeles.....	3 72
Plumas	3 70
Tulare.....	3 50
Lake.....	3 49
Mendocino.....	3 15

TABLA 9—Continuada.

CONDADOS.	Sumas.
San Diego.....	\$2 98
Santa Barbara	2 48
San Bernardino.....	2 41
San Luis Obispo	2 15

TABLA 10.

ESTADO que manifiesta la *Valuacion de la Propiedad imponible en cada Condado en 1862, y la Cuota de Contribucion de Escuelas de Condado sobre cada Cien Pesos.*

Número.....	CONDADOS.	Valuacion de la Propiedad imponible en el Estado—1862.....	Cuota de Contribucion de Escuelas de Co. sobre cada cien pesos—1862.....
1	Alameda.....	\$4,100,000 00	\$ 20
2	Amador.....	2,187,708 00	20
3	Butte.....	2,950,551 00	15
4	Calaveras.....	5,248,624 00	10
5	Colusa.....	2,643,809 00	10
6	Contra Costa.....	1,840,000 00	20
7	Del Norte.....	300,435 00	10
8	El Dorado.....	3,862,649 00	25
9	Fresno.....	962,985 00	.....
10	Humboldt.....	1,352,790 00	10
11	Klamath.....	291,645 00	.....
12	Lake.....	313,246 00	15
13	Los Angeles.....	3,065,330 00	23
14	Marin.....	1,817,553 00	20
15	Mariposa.....	1,536,330 00	10
16	Mendocino.....	1,165,502 00	.....
17	Merced.....	966,221 00	20
18	Monterey.....	1,297,442 00	25
19	Mono.....	310,896 00	.....
20	Napa.....	2,937,760 00	10
21	Nevada.....	5,055,370 00	20
22	Placer.....	3,225,248 00	20
23	Plumas.....	1,070,000 00	5
24	Sacramento.....	8,820,018 00	20
25	San Bernardino.....	417,238 00	.....
26	San Diego..	471,806 00	.....
27	San Francisco.....	66,531,207 00	85
28	San Joaquin.....	4,670,194 00	22
29	San Luis Obispo.....	512,742 00	05
30	San Mateo.....	2,165,366 00	15
31	Santa Barbara.....	819,405 00	.....
32	Santa Clara.....	6,038,375 00	10
33	Santa Cruz.....	1,086,918 00	25
	A la vuelta.....	\$140,635,343 00	

TABLA 10—Continuada.

Número.....	CONDADOS.	Valuacion de la propiedad imponible en el Estado— 1862	Cuota de Contribucion de Escuelas de Co. sobre ca- da cien pesos—1862.
	De la vuelta.....	\$140,635,343 00	.....
34	Shasta	1,364,998 00	.....
35	Sierra	1,159,205 00	\$ 10
36	Siskiyou.....	1,658,000 00	10
37	Solano	3,601,171 00	15
38	Sonoma	3,390,677 00	10
39	Stanislaus	768,058 00	25
40	Sutter.....	1,946,076 00	10
41	Tehama.....	2,013,749 00	6
42	Trinity.....	1,166,414 00	25
43	Tulare	1,266,488 00	10
44	Tuolumne.....	2,742,450 00	10
45	Yolo.....	2,322,975 00	15
46	Yuba.....	5,022,424 00	10
	Total de valuacion.....	\$169,053,028 00	

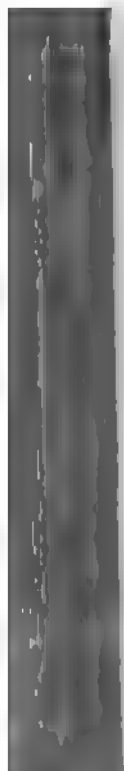
TABLA 11.

ESTADO que manifiesta la suma que se recaudaría en cada Condado por medio de una Contribucion de Escuelas de medio Milésimo, y la suma que de dicha Contribucion cada Condado recibiria de retorno.

Número.....	CONDADOS.	Valuacion de la Propiedad im- ponible en el Estado, 1862....	Suma que se recaudaría por me- dio de una Contribucion de Escuelas de medio Milésimo, sin rebajar las faltas de pago de contribuciones	Suma que seria prontada á sa- tir Condado bajo la base de un peso por cada Millo, de con- forzidad con el Censo de Es- cuelas de 1863
1	Alameda.....	\$4,100,000 00	\$2,050 00	\$2,143 00
2	Amador.....	2,187,708 00	1,093 00	1,875 00
3	Butte.....	2,950,551 00	1,475 00	1,722 00
4	Calaveras.....	5,248,624 00	2,624 00	2,281 00
5	Colusa.....	2,643,809 00	1,321 00	494 00
6	Contra Costa.....	1,840,000 00	920 00	1,607 00
7	Del Norte.....	300,435 00	150 00	152 00
8	El Dorado.....	3,862,649 00	1,931 00	2,879 00
9	Fresno.....	962,985 00	481 00	32 00
10	Humboldt.....	1,852,790 00	676 00	700 00
11	Klamath.....	291,645 00	145 00	81 00
12	Lake.....	313,246 00	156 00	325 00
13	Los Angeles.....	3,065,330 00	1,532 00	2,373 00
14	Marin.....	1,817,553 00	908 00	725 00
15	Mariposa.....	1,536,330 00	768 00	858 00
16	Mendocino.....	1,165,502 00	582 00	848 00
17	Merced.....	966,221 00	483 00	276 00
18	Monterey.....	1,297,422 00	648 00	1,599 00
19	Mono.....	310,896 00	155 00	109 00
20	Napa.....	2,937,760 00	1,468 00	1,250 00
21	Nevada.....	5,055,370 00	2,527 00	2,225 00
22	Placer.....	3,225,248 00	1,612 00	1,940 00
23	Plumas.....	1,070,000 00	535 00	514 00
24	Sacramento.....	8,820,018 00	4,410 00	4,510 00
25	San Bernardino.....	417,238 00	258 00	1,072 00
26	San Diego.....	471,806 00	235 00	348 00
27	San Francisco.....	66,531,207 00	33,265 00	16,228 00
28	San Joaquin.....	4,670,194 00	2,335 00	3,156 00
29	San Luis Obispo.....	512,742 00	256 00	782 00
30	San Mateo.....	2,165,336 00	1,032 00	835 00
	A la vuelta.....	\$132,670,545 00	\$66,351 00	\$58,890 00

TABLA 11—Continuada.

Número.....	CONDADOS.	Valoración de la Propiedad im- ponible en el Estado, 1901....	Suma que se recaudaría por me- dio de una Contribución de Escuelas de medio Milímo, sin rebajar las faltas de pago de Contribuciones.....	Suma que sería prorrateada á se- da Condado bajo la base de un peso por cada Niño, de con- formidad con el Censo de Es- cuelas de 1895.....
	De la vuelta.....	\$132,670,545 00	\$66,351 00	\$53,890 00
31	Santa Barbara.....	819,405 00	409 00	1,328 00
32	Santa Clara.....	6,038,375 00	3,019 00	4,043 00
33	Santa Cruz.....	1,086,918 00	543 00	1,600 00
34	Shasta.....	1,364,998 00	682 00	934 00
35	Sierra.....	1,159,205 00	579 00	1,032 00
36	Siskiyou.....	1,653,000 00	826 00	788 00
37	Solano.....	3,601,171 00	1,800 00	2,263 00
38	Sonoma.....	3,390,677 00	1,695 00	3,847 00
39	Stanislaus.....	768,058 00	384 00	496 00
40	Sutter.....	1,946,076 00	973 00	894 00
41	Tehama.....	2,013,749 00	1,006 00	571 00
42	Trinity.....	1,166,414 00	583 00	268 00
43	Tulare.....	1,266,488 00	633 00	836 00
44	Tuolumne.....	2,742,450 00	1,371 00	1,842 00
45	Yolo.....	2,322,975 00	1,161 00	1,520 00
46	Yuba.....	5,022,424 00	2,511 00	1,903 00
	Totales.....	\$169,053,028 00	\$84,526 00	\$78,055 00



APENDICE.

APENDICE.

EXTRACTOS DE INFORMES DE SUPERINTENDENTES DE CONDADO

No.	Condado.	Nombre.
1	Condado de Amador	Samuel Page.....Superintendente.
2	Condado de Sacramento.....	Dr. F. W. Hatch.....Superintendente.
3	Condado de Calaveras.....	Robert Thompson...Superintendente.
4	Condado de Yolo	Henry Gaddis.....Superintendente.
5	Condado de Nevada.....	J. A. Chittenden.....Superintendente.
6	Condado de Napa.....	A. Higbie.....Superintendente.
7	Condado de Marin.....	James Miller.....Superintendente.
8	Condado de Siskiyou.....	Thomas N. Stone....Superintendente.
9	Condado de Shasta.....	Grove K. Godfrey...Superintendente.
10	Condado de Alameda.....	B. N. Seymour.....Superintendente.
11	Condado de Merced.....	R. B. Huey.....Superintendente.
12	Condado de Butte.....	S. B. Osbourne.....Superintendente.
13	Informes de Escuela Normal del Estado.	

EXTRACTOS

DE

INFORMES DE SUPERINTENDENTES DE CONDADO.

CONDADO DE AMADOR.

SAMUEL PAGE.....Superintendente de Condado.

Despues de haber revisado los Informes de Maestros y Sindicos, encontramos que nuestro término medio de haber estado abiertas las Escuelas este año hubiera sido mas largo si no se hubiese acortado el año Escolastico. La asistencia es mejor; se manifiesta mas interes en suministrar aparatos á la salas de Escuelas, y en edificar nuevas casas de Escuelas. Sin embargo, mucho falta que hacerse respecto á cercas y patios de recreo. La revision de la Ley de Escuelas ha remediado muchos defectos.

Hemos procurado, en todo lo que ha sido practicable, cumplir con las recomendaciones de la Junta de Educacion del Estado respecto al uso de libros. En muchos distritos se usan los nuevos libros con gran satisfaccion, pero otros desean ser excusados hasta que el deseado cambio pueda hacerse mas convenientemente.

CONTRIBUCION DE ESTADO.

Encomendamos la anticipada Contribucion de Estado para el uso de las Escuelas. La única objecion que hemos oido hacer, es de que no es suficiente. Los Sindicos de un Distrito escriben como sigue: “Estamos en favor de la proyectada asignacion para el uso de las Escuelas, pero debería ser dos milésimo. Nuestro sistema de Escuelas nunca llegará á ser lo que debería ser hasta que por si mismo se sostenga por medio de contribucion que alcance la bolza de toda persona que recibe la proteccion de nuestro Gobierno. A lo menos diez por ciento de la contribucion de mineros extrangeros debería ingresar al Fondo de Escuelas. Con ahinco solicitaríamos del Superintendente del Estado que visitase nuestro Condado, y pronunciase una media docena de discursos en diferentes lugares donde menos interes se manifiesta. Semejante curso, en

mi opinion, despertaria un interes que de lo contrario quedará amortiguado por muchos años mas, y seria de gran beneficio á la generacion creciente.”

BASE DEL PRORATEO.

El actual es preferible y mas justo, que el basado en el tanto por ciento de la asistencia. Si las Escuelas fuesen libres, habria mas justicia en el; en cualquier caso, consideramos mejor el presente sistema. En ninguna ley debe hacerse cambios importantes ámenos que no fuese por ello á resultar un gran beneficio.

SINDICOS—MODO COMO DESEMPEÑAN SUS DEBERES, ETC.

Los Sindicos se han portado bien. Muchos de nuestros empleados de Escuelas han ejemplificado la conducta digna de alabanza en adelantar los intereses de las Escuelas bajo su supervision. Todos los distritos, excepto uno, se han organizado bajo la nueva ley. Segun el conocimiento que tenemos de los que han sido elejidos, tenemos razon para creer que llevarán un correcto registro de sus transacciones, y que ellos serán el conducto por el cual se levantarán nuestras Escuelas á un alto grado de excelencia.

MAESTROS.

Nuestros Maestros en general estan desempeñando una buena obra. Hemos estado muy complacidos al visitar sus Escuelas, encontrar tan buen orden y tanto interes manifestado por los púpi los en sus estudios, y los Maestros absorvidos en el bienestar de los que se hallan bajo su cargo. No es necesario que diga que estas Escuelas estan prosperando. Si *todas* fuesen iguales á las que hemos visto, las masas se aferrarían de ellas como la tierra se aferra á su centro, y su beneficencia penetraría cada paso de la vida.

CASAS DE ESCUELAS.

Se han construido dos casas de Escuelas, y una del año pasado ya ha sido completada. Mucho es debido á los Sindicos del Distrito de Fiddletown por su indomitable energia y perseverancia en proseguir la obra hasta su completo, de construir y proporcionar una de las mejores casas de Escuelas en el condado, cuyos muebles pueden favorablemente compararse con cualesquiera de los de las salas de Escuelas en la metropolis.

APARATOS.

Percebirá V. que tenemos un aumento en los gastos de estas comodidades necesarias en la sala de la Escuela.

BIBLIOTECAS.

En unos cuantos Distritos se ha formado un núcleo.

TOTAL DE GASTOS DE ESCUELAS.

Exceden á los del año pasado en cerca de mil seis cientos pesos, (\$1,600,) quedando ademas un balance en la Tesoreria de mil quinientos once pesos y veinte y dos centavos, (\$1,511 22.) Esto habla bien de

nuestros ciudadanos. Con la actual suma en caja y la existente contribucion de Condado, tenemos adelantada una perspectiva de tener un término de ocho meses durante el año Escolastico de mil ocho cientos sesenta y cuatro.

GABINETE DE MINERALOGIA.

Créemos que seria conveniente la formacion de uno en cada distrito donde haya suficiente interes para mantenerlo en buen orden; y deberia ser fomentado por el Estado. Su crédito no podia ser usado con mayores ventajas, bajo propias restricciones, pues esto es, y es muy probable que permanezca siendo uno de nuestros mas grandes intereses.

OBSERVACIONES GENERALES.

Hemos dado á V. una idea parcial de nuestro progreso en los asuntos de Escuelas. Créemos que se encuentran muy animadas; sin embargo tenemos mucho que hacer para llegar al justo grado. Debemos tener patios de recreo bien ornamentados, y que las salas de las Escuelas sean atractivas tanto para el discípulo como para el Maestro. Para conseguir esto, debemos tener maestros que sean *educados* para enseñar. Debemos poner en la sala de Escuela algo para ellos con que trabajar, para cambiar la monotonía, y presentar el conocimiento en formas atractivas, de modo de hacer agradable su adquisicion. Entonces habria alguna probabilidad que la educacion no cesase cuando se concluyen los dias de Escuela. Lo mas importante de las nuevas prácticas que se han establecido durante la declinacion de las antiguas, es la cultura sistématica de las facultades de observacion. Nuestras concepciones deben ser erradas, nuestras inferencias falaces, y nuestras operaciones sin buen éxito, sin un exacto conocimiento con las visibles y tangibles propiedades de las cosas. El método de la Naturaleza es el arquétipo de todos los métodos. El sistema de lecciones por medio de objetos visibles manifiesta esto. Tambien lo demuestra, el dejar que las generalizaciones se particularizen para basarse en ellas, el desuso de la enseñanza por reglas, y la adopcion de la enseñanza por principios. Los rudimentos de los hechos de las exactas ciencias deben ser aprendidas por medio de directa enseñanza, empleando el (pizarron) para las primeras lecciones en aritmética, y la actual yarda y pie, libra y onza, galon y cuarto; y que el descubrimiento de su relacion sea experimental, en lugar de la presente práctica de aprender las tablas. Evidentemente, que el rasgo comun de estos métodos es de conducir la mente de cada niño por un proceso parecido al proceso por el cual la mente de la humanidad generalmente ha pasado. Las verdades del número, de la forma, de la relacion en la posicion, fueron todas sacadas de objetos, y presentar estas verdades al niño en el concreto, es enseñarles como la raza les enseñó á ellos. Las abstracciones no tienen ningun significado para el, hasta que encuentra que solo son simples relaciones de lo que intuitivamente discierne.

Nosotros no créemos que debe apurarse al niño en el estudio, ni tampoco créemos que el niño en toda ocasion esté inclinado á los modos de la sabiduria, aunque haya sido instruido en la manera mas perfecta. Lo cierto es, que la dureza produce dureza. y la suavidad produce suavidad; los niños que no son tratados pateticamente, se vuelven relativamente indiferentes. Lo mismo sucede con el gobierno de la familia ó de la Escuela que con el gobierno civil; un duro despotismo á veces ocasiona una

gran parte de los crímenes que tengo que reprimir; mientras que mutuamente, una regla suave y liberal no solo evita muchas causas de discension, y suaviza tanto el tono del sentimiento, que disminuye la tendencia á la trasgresion.

El recién nacido principia su educacion tan pronto como su vista se dirige á los objetos á su rededor, y su delicada mano puede agarrar el coral. Los gestos, mociones, y sonidos muy pronto se copian. Ahora es el tiempo para que el niño reciba una propia educacion. Asi pues si tenemos Maestros bien educados para enseñar, entonces tendremos Escuelas importantes. El Estado ha hecho bien en darle vida á su Escuela Normal. Ahora es preciso que le dedique una generosa asignacion. En cada sala de Escuelas deberia fomentarse un Gabinete de Mineralogia. Créemos que esto ayudaria materialmente al sistema previsto en estas pocas lineas. El niño depende de su madre por cierto periodo; despues de esto tiene que suministrarse su alimento; despues de haberse enseñado á alimentarse, tiene que provéerle pan, ropa, y hogar, y no adquiere el poder de sostenerse á si mismo hasta que no llega á sus "veinte." Actualmente, esta ley se aplica tanto á la mente como al cuerpo. Tambien para el cultivo de la mente el niño depende de la ayuda del adulto. La criatura es tan impotente para conseguir material para poder ejercer sus percepciones, como lo es para proporcionarse alimento para su estomago; incapaz de preparar su propio alimento, del mismo modo no puede reducir muchas clases de conocimiento á una forma conveniente para la asimilacion.

Es la principal obligacion del padre de familia ver que sean fomentadas las condiciones para el cultivo mental y corporal. Tales como el alimento, ropa, y domicilio se proporcionan para el cuerpo, del mismo modo debe facilitarse el propio alimento para la mente, en forma de sonidos que imitar, objetos que examinar, libros que leer, y problemas que resolver. Si estos se presentasen de una manera aceptable, se obtendria aproximativamente el deseado fin.

"Para preparar á la juventud para los deberes de la vida está tacitamente admitido por todos que debe ser el objeto y deseo que deben tener en mira los padres de familia y Maestros."

CONDADO DE SACRAMENTO.

F. W. HATCH.....Superintendente de Condado.

Al revisar el pasado, se encuentra toda razon para congratarse y tener satisfaccion. El progreso del sistema ha adelantado sin interrupcion, y aunque muchas de sus facies necesitan mejorarse, y falta de verdadero interes y energia alguna veces se ha sentido en unas cuantas localidades, creo que puede verdaderamente decirse, que su practica utilidad, en el celo de aquellos dedicados a la obra, en la fidelidad y competencia de los Maestros, como tambien en el real y permanente adelanto, entre tantas nuevas y adversas circunstancias, nuestras Escuelas pueden favorablemente compararse con las de otras secciones.

Los informes presentados son tan completos como pudieron obtenerse. El censo ha sido completo, comprende cada distrito: los Maestros generalmente han cumplido con la ley transmitiendo sus informes, y solo unas

cuantos de los Sindicos se han descuidado de mandar sus relaciones corrientes de la condicion de las Escuelas. Siempre que este deber ha sido descuidado, estoy seguro que esto ha resultado por haberse mal comprendido la ley mas bien que por una maliciosa omision del deber. El cambio en el año Escolastico, habiendo alterado la antigua costumbre establecida, pudo bien esperarse de haber producido alguna confusion.

Esto tambien ha tenido el efecto de acortar en algo el término Escolastico. Se observará que dos de los distritos han faltado de sostener sus Escuelas un término completo de tres meses, pues por haberse cerrado el año dos meses antes que lo de costumbre las ha privado de las ventajas que hubiesen tenido bajo la antigua ley. Estas Escuelas estan actualmente progresando, y hubiesen completado el requerido número de meses antes de la anticipada expiracion del año.

Los retornos del censo son interesantes, y pueden muy bien facilitar una materia de crítico analyses. Exhiben un pequeño aumento de la poblacion juvenil á la de años pasados, sin embargo de la supuesta reduccion de la poblacion general como resultado de la emigracion del Territorio de Nevada. No obstante no pueden servir de base segura para poder hacer una estimacion del total de sus habitantes blancos, puesto que la proporcion de niños menores de veinte y un años de edad respecto á toda la poblacion, es todavia mucho menos que en las antiguas comunidades establecidas. Esta proporcion en varios paises ha sido estimada en cerca de cuarenta y dos por ciento, ó cuarenta y dos mil cuatro cientos sesenta y tres en cada cien mil. Una base de igual cálculo daria á la Ciudad de Sacramento solo cerca de siete mil quinientos habitantes, y todo el condado solo quince mil novecientos en números completos; ó el Condado de San Francisco, segun el último censo, solo cerca de cincuenta y cuatro mil seis cientos. Si esto fuese correcto, á lo menos cinco y seis décimas partes de toda la poblacion del Condado de Sacramento deben tener sus nombres empadronados sobre los registros de las Escuelas. El comparativo exceso de adultos en proporcion al total en este Estado no nos presenta ningun dato sobre el cual basar una estimacion de este origen.

Sabemos de estos retornos, que existen en el Condado setecientos veinte y cinco niños entre seis y diez y ocho años de edad, y seis cientos doce entre cuatro y seis años, que no han tenido coneccion alguna con ninguna Escuela pública ó particular; y de estos, seis cientos treinta y dos son residentes de los distritos del campo. Semejante proporcion es enteramente inexcusable, y exhibe una aparente indiferencia del asunto de educacion enteramente indigno de una comunidad intelijente. El hecho de que veinte y nueve por ciento de la poblacion juvenil, entre cuatro y diez y ocho años de edad haya descuidado de aprovecharse de las ventajas tan liberalmente facilitadas, es un triste comentario sobre la apreciacion en que se tienen estas benéficas instituciones.

Respecto á los seis cientos doce niños entre cuatro y seis años de edad, me parece bastante bien—mucho mejor segun muy juicio, que si hubiesen estado encerrados en la sala de la Escuela. La juventud del campo se beneficiaria sí la práctica fuese generalmente observada. Necesitan libertad de la restriccion, ejercicio—esa clase de ejercicio fisico y mental, el que solo puede obtenerse en el aire libre, y el que la sala de Escuela nunca quede facilitar. Mas dejando esto á un lado, sin embargo no estamos lejos de haber perdido diez por ciento de la participacion de los beneficios que légitimamente les pertenecen, y lo cual es el deber de alguien de ver que cada uno de ellos los disfrute. Semejante relacion parece extraña en un pais donde el sistema de Escuelas Comunes ha prevalecido

por tan largo tiempo, y en una comunidad que no se puede sobrepasar en inteligencia y energia.

Sin embargo podemos derivar alguna satisfaccion, á causa del hecho que el año justamente cerrado exhibe un aumento muy marcado en la asistencia á las Escuelas en comparacion del pasado. Mientras que el censo coloca el aumento total de niños entre cuatro y diez y ocho años de edad en noventa y cinco, el número que ha asistido á la Escuela excede al del año pasado en cuatro cientos cincuenta y tres. Espero que el siguiente informe del Condado de Sacramento "presente mejores cosas."

No solo se halla indicado nuestro progreso en el empadronamiento de los púpi los en los registros de las Escuelas. En el termino medio de asistencia—una de las mejores pruebas de buen éxito, como tambien de interes general en la materia—y en los gastos particulares para el uso de las Escuelas, tenemos seguridades mas fuertes y satisfactorias.

El año pasado, el número de púpi los que diariamente asistia, se informó haber ascendido á mil cuatro cientos noventa y ocho; este año ha sido mil quinientos veinte y siete, y el número proporcional perteneciente á las Escuelas asciende á mil ocho cientos cincuenta y ocho. El término medio de duracion de las cuarenta y tres Escuelas del campo durante los diez meses incluidos en el informe se manifiesta haber sido seis meses y cinco dias. Diez y ocho estuvieron abiertas seis meses, ó mas de seis, y once por ocho meses ó mas. El año pasado, durante doce meses, el término medio que estuvieron abiertas las Escuelas fue seis meses y once dias en las cuarenta y dos Escuales.

En mil ocho cientos sesenta y dos, la suma gastada de recursos particulares solo en los distritos del campo para el sosten de las Escuelas, ascendio á cuatro mil quince pesos y ochenta y cinco centavos, (\$4,015 85;) en el presente informe la suma asciende á seis mil ciento seis pesos y sesenta y nueve centavos, (\$6,106 69.) Si á esta agregamos los gastos de la contribucion de ciudad, asciende á diez y ocho mil novecientos cincuenta y seis pesos catorce centavos, (\$18,956 14.)

Se percibirá que uno de los distritos ha dado una ilustracion práctica de la ventaja de la ley de una contribucion de distrito. En Folsom se recaudaron cerca de tres mil pesos para uso de las Escuelas, y se construyó un edificio, el cual respecto á hermosura y comodidad, como tambien durabilidad, no tiene superior en el Condado. Tres otros distritos estan actualmente recaudando contribuciones en virtud de la ley, ó se estan preparando para hacerlo, y su ejemplo, indudablemente que será seguido por muchos mas.

Ademas de estas pruebas de mejoras, tenemos otra, no menos genuina, en el caracter de los maestros empleados, y los pocos cambios que á este respecto han tenido lugar. Parece haber habido un mayor grado de estabilidad manifestado, una disposicion para retener al maestro que se ha experimentado y dado pruebas de ser bueno, una decidida conviccion del mal consiguiente á la antigua práctica de tomar un nuevo Maestro para cada término de la Escuela, y especialmente la costumbre, una vez tan arraigada, de escoger estraños en busca de Escuelas, cuando otros, igualmente buenos, ó mejores podian conseguirse ya familiarizados con nuestro sistema, y cuya competencia habia ya sido probada por largo tiempo en el condado. De los Maestros actualmente empleados, ó que han estado dedicados á la enseñanza en este condado durante el año pasado, veinte y seis han residido aqui y han estado constantemente empleados por el espacio de dos ó mas años, y catorce por mas de tres años. Todos ellos han pasado, por la ordalia de un exámen ante la Junta

do Condado, y han dado suficientes pruebas en la sala de Escuela, de su práctico conocimiento en la materia. La costumbre de hacer frecuentes cambios de Maestros la considero perniciosa. Es desanimar á los mismos individuos, y fatalmente ataca á la agradable y buena conducta de las Escuelas. Quisiera que se pudiese decir que cada uno de los Maestros anteriormente enumerados hubiesen estado todo el tiempo empleados en la misma Escuela. No sucede por cierto esto. En una de nuestras Escuelas cuyo término era de ocho meses, tres Maestros fueron empleados; y en ocho otros distritos, cuyas Escuelas estuvieron abiertas desde ocho meses y medio hasta tres y un sexto de mes, cada una de ellas tuvieron dos Maestros. En la mayor parte de los casos no hubo ninguna necesidad para semejante cambio. Fue simplemente el resultado de un espíritu de displicencia, una caprichosa desconfianza la que igualmente se hubiese exhibido aunque el Maestro hubiese sido de los mas competentes y el instructor mas educado y diligente y de mas moral que pudiese encontrarse en el Estado.

Mientras que prevalezca esta disposicion nuestras Escuelas no pueden florecer. El mejor Maestro, dejará de tener buen éxito á menos que pueden contar con la confianza de los que la rodean, y pierde toda clase de aliciente para esforzarse cuando á cada hora está esperando "que se le notifique dejar el puesto."

Malo como es este estado de cosas, antes ha sido peor, y debemos animarnos con la esperanza de una enmienda gradual.

Uno de los mas grandes males que existian entre nosotros durante el pasado, era la demanda de Maestros *baratos*. Tuvo lugar no por falta de no apreciarse los buenos, sinó por que no se podian conseguir, á consecuencia de los limitados recursos pecuniarios. Sin embargo aun este parece que está gradualmente declinando, y se ha manifestado cierta disposicion de procurar los mejores que puedan permitir los limitados recursos á disposicion de nuestros distritos. No obstante, estos recursos son enteramente inadecuados para las necesidades de las Escuelas. Facilitan una pequeña animacion para la accion y esfuerzo individual, y esto es todo. Son enteramente insuficientes para recompensar de una manera sustancial y razonable al Maestro fiel y diligente. En la presente condicion de los distritos, en muchos casós es imposible que la liberalidad particular cubra la falta; de aqui resulta que los salarios de los Maestros son muy pequeños — totalmente inadecuados para las responsabilidades y los onerosos deberes del cargo. Tanto como treinta, cuarenta, ó cuarenta y cinco pesos — lo cual es generalmente lo mas que se paga aqui por salarios, excluyendo manutencion — son los limites concedidos por los Sindicatos por los servicios de un Maestro, asi es que no podemos esperar conseguir los de mas talento. El precio corriente del conocimiento y experiencia de otras vocaciones es mucho mas alto — el uso y ejercicio del musculo produciria otro tanto — y los hombres educados y capaces de desempeñar puestos de responsabilidad, y de adquirir fama y reputacion en cargos de mas provecho, indudablemente no son gustosos de dedicarse á la enseñanza cuando no solamente es menos remunerativa sinó que es mas laboriosa. De aqui resulta, que entre los solicitantes de empléos en nuestras Escuelas Públicas, raras veces encontramos esa clase de talento y habilidad superior como discipulos y Maestros, que es tan necesaria é indispensable para el desarrollo y buen éxito de nuestro sistema de Escuelas Públicas. El buen éxito de nuestras Escuelas depende principalmente en los Maestros empleados; y á menos que paguemos un poco mas de lo que actualmente se paga en algunas secciones del Condado, no podemos esperar de conseguir los mejores.

Tambien necesitamos mejores Casas de Escuelas. Muy pocos de nuestros distritos estan comodamente proveidos á este respecto. Ciertamente que tienen casas de Escuelas—cuatro paredes y techo—pero no son suficiente grandes, la construccion es demasiado ruda, inconvenientemente arregladas, y solo con una ó dos excepciones, se encuentran muy pobremente amuebladas respecto á escritorios y asientos. Semejantes comodidades temporales pudieron haber sido suficiente buenas en el principio de nuestras Escuelas—bastante buenas para principiar—pero son enteramente inadecuadas para el sistema que está designado de ser permanente, y cuyas bendiciones se espera que se extiendan á las últimas generaciones. Nadie puede sentir mas palpablemente estos defectos, en muchos casos, como los Sindicos y el pueblo mismo. Todavia se hallan sin ningun remedio. Obligados de imponerse contribuciones segun sus alcances para sostener la Escuela y el Maestro, no pueden sufrir el peso adicional de una contribucion para una nueva casa de Escuela.

El único remedio para estos males es aumentar el fondo para el sostenimiento de las Escuelas. Deseles mas dinero para pagar á los Maestros, y entonces tendran mas recursos individuales para construir casas, y adornarlas con todas las comodidades y conveniencias que el arte moderno y el ingenio ha inventado. Alivieseles de las cuentas de prorrateo, y gustosamente provéeran por medio de una contribucion de distrito todo lo que sea conducente para el bienestar de sus niños.

Para aliviar nuestras presentes dificultades, espero el resultado de la peticion que se está actualmente circulando, pidiendo el que se imponga una contribucion de medio milésimo para el sosten de las Escuelas. Si por este medio puede anualmente recaudarse setenta y cinco mil pesos (\$75,000,) y colocarse al crédito del Fondo de las Escuelas, entonces podrán establecerse bajo una base segura, y redimir al Estado del reproche de haber faltado de provéer para la perfeccion del sistema libre de educacion pública. Creo que la apelacion que á este respecto se ha hecho al pueblo será liberalmente sostenida. Estoy cierto que el objeto recibirá su completa aprobacion y que su voz será oida en las cámaras de la Legislatura, y que obtendrá una decision que no faltará al objeto deseado. Hasta que se tome semejante medida, el sistema tiene que languidecer, ó á lo menos tendrá que luchar agoviado de pobreza é impedido por obstáculos que han probado ser hasta ahora insuperables. Una contribucion de esta clase hará que la carga de sostener á las Escuelas sea ligera é igual. Por medio del sistema corriente de cuentas de prorrateo recae sobre unos cuantos, y estos muy ámenudo no son los mas capaces para sufrirlos. Justo es que toda la propiedad del Estado contribuya á la educacion de la juventud del Estado, y que los que no tienen familias suyas propias para participar de sus directas ventajas deben pagar por los beneficios indirectos que ellos y todos derivan de la difusion de intelijencia y la propagacion de esos puros gérmenes de virtud que es igualmente de la incumbencia del sistema de Escuelas Libres el diseminar. Este plan se ha encontrado tener muy buen exito en otros Estados. En Ohio la contribucion es de un milésimo y medio; y aun en Kansas es un milésimo. No hay ninguna razon para que no se pruebe aqui.

El informe que adjunto acompaño, segun he intimado antes, ha sido formado de las mejores informaciones á mi alcance. Está requerido de comprender el año que principia el primero de Setiembre, de mil ochocientos sesenta y dos, y finaliza el treinta y uno de Agosto de mil ochocientos sesenta y tres. No obstante, el cambio hecho á la ley, de tal manera ha interrumpido el orden regular al que estaban acostumbrados los Sindicos, que muchos de los informes recibidos estan fechados el treinta

y uno de Octubre de mil ocho cientos sesenta y dos—el tiempo de los últimos retornos anuales. De consiguiente me he visto obligado á hacer que el mio corresponda. Esto es excusable, puesto que no se han llevado registros por una gran mayoria de los Sindicos, y los empleados nuevamente elegidos no han tenido ningun dato del cual compilar una completa relacion de los hechos desde Setiembre de mil ocho cientos sesenta y dos hasta la actualidad. Será mas fácil el otro año, presentar un informe mas perfecto y correcto. Respecto á esto seria bueno mencionar algunos cuantos defectos de que adolece la ley sobre este asunto.

La Ley de Escuelas requiere que el Superintendente de Condado presente su informe cada año “el dia quince de Setiembre ó antes de esta fecha,” y á los Sindicos se les permite dilatar una importante parte del suyos hasta la misma fecha. La consecuencia será siempre, que los últimos se dilatarán hasta el último momento del tiempo concedido. Como el Informe del Superintendente, en gran parte, tiene que hacerse de los informes de los Sindicos, la inconveniencia que de esto tiene que resultar facilmente se percibirá. Tan facil es para los Sindicos el completar sus informes para el dia tres ó cinco de Setiembre como lo es en un tiempo mas tarde. El Empadronador hace sus retornos el primer dia de Agosto; el Maestro completa su término el treinta y uno del mismo mes; el año escolastico fanaliza en esa fecha, y la nueva organizacion de la Junta de Sindicos tiene lugar en el primer Sabado despues. Los informes del antiguo año deben ser hechos por los Sindicos del mismo año, ó si se considerase mejor, pueden ser preparados del mismo modo por la nueva Junta, pues dos de sus miembros deben ser familiarizados con los negocios del distrito. En cualquier caso, pueden ser entregados al Superintendente del Condado en tiempo para facilitarle el poderlos examinar y compilar las estadisticas que pudiesen contener. Segun se encuentra la ley actualmente, es indefinida, puesto que mientras que concede á los Sindicos hasta el quince de Setiembre para hacer su estado de finanzas, requiere de ellos que transmitan un extracto de los retornos del Censo, del informe del Maestro, y mucha otra informacion, “en ó antes del diez de Setiembre.” ¿Acaso se pretende que presenten dos informes? Como el trabajo impuesto al Superintendente del Condado, en llenar con exactitud todas las columnas y partes de su informe, es algo arduo pues requiere muchísimo trabajo para completarlo, una enmienda á la ley corrigiendo esas inconsistencias seria ciertamente muy aceptable. Estoy seguro que ningun Superintendente de Condado despues de haber probado la exacta facilidad con que puede preparar su informe, encontrará falta en la ley, ó considerará que es una severa reflexion sobre su industria y habilidad en la compilacion, por desconfiar de su habilidad para examinar, comparar, y arreglar la multitud de partidas comprendidas en los varios informes de los cuales el suyo tiene que ser hecho en un solo dia.

Pero esto no es todo el inconveniente. La experiencia de sies años me ha enseñado que cualquiera fecha que se fije para los informes de los Sindicos, á lo menos en una gran mayoria de casos, estos siempre estan atrasados, Asi es que lo mas temprano es lo mejor. Si se requiere que sean hechos el cinco de Setiembre, probablemente estarán listos para el diez; de este modo solo se facilitan cinco dias al Superintendente para compilar su informe. Puedo hablar con mas franqueza y libertad sobre este asunto, no teniendo ningun interes personal, pues probablemente este será el último informe que sea de mi deber presentar. Habiendo yo mismo experimentado la inconveniencia, puedo con mas urgencia recomendar la adopcion de un mejor plan para mi sucesor.

Sobre la ley de Escuelas, deseo hablar de una costumbre prevaleciente

con algunos de los Sindicos, de permitir á los Maestros principiar el término de la Escuela sin haber previamente obtenido el necesario certificado de calificacion, descansando en su capacidad para pasar el exámen en algun tiempo futuro. La enmienda hecha á la Ley de Escuelas autorizando al Superintendente de Condado de conceder certificados temporarios á aquellos que desean principiar á desempeñar sus deberes en el interim de las sesiones de la Junta Examinadora, enteramente salva la necesidad de semejante proceder, y no deja exenta alguna. Sin embargo aun se práctica en algunos casos, bajo el pretexto de no poder visitar la ciudad, falta de tiempo, ó alguna otra razon igualmente frivola. Aun suponiendo que el Superintendente de Condado rehusase conceder por el tiempo asi ocupado en enseñar, lo cual deberia hacer, el hecho de que un Maestro ya ocupado en la Escuela, coloca á la Junta Examinadora en una posicion embarazosa cuando, segun ha acontecido, el aplicante deja de reunir las cualidades necesarias, obliga, por motivos que pueden facilmente comprenderse, una mayor lenidad de parte de la Junta que lo que es consistente con la verdadera justicia. La propia correccion del mal seria una positiva y legal prohibicion contra el conceder salario por el tiempo que se hubiese enseñado antes de haberse recibido el certificado de calificacion temporaria ó permanente. Esto es actualmente la verdadera interpretacion que se dá á la ley, sin embargo es indirecta. He creido de mi deber en un caso reciente, el rehusarme á girar un libramiento sobre la órden de los Sindicos por un término de cerca de tres meses enseñado sin la antoridad de ningun certificado.

Otra costumbre que requiere correccion, es la del nombramiento de los Maestros que tienen certificados primarios para enseñar en Escuelas de mas alto grado. Ciertó es que muy pocas de nuestra Escuelas en el campo estan rigidamente graduadas, sin embargo el *status* de una Escuela á un tiempo dado, puede muy bien determinarse por el carácter general que ha mantenido previamente la clasificacion de los pupilos, y los ramos de estudios comunmente enseñados. Creo que es una buena filosofia suponer á un Maestro de ser incapaz de enseñar grámatica y los principales ramos de aritmética, cuando ha demostrado su inhabilidad para pasar un exámen sobre estos ramos. Tal, es á lo menos la base de todos nuestros exámenes, y de los grados establecidos. Ignorar el grado de nuestros certificados, y considerarlos como pasaportes para cualquiera Escuela, sin miramiento de los ramos que deben enseñarse, sería nulificar su validez, y colocar todo el sistema en ridiculo.

Creo que sería propio, como un medio de evitar errores y de corregir abusos, el manifestar distintamente, que un certificado de cualquier grado no deberá ser considerado válido para la Escuela usualmente reconocido de pertenecer á una mas alta.

Hasta ahora he aludido principalmente á Escuelas del campo, por estar mas cerca de mi supervision. Las Escuelas de la ciudad merecen ser notadas. En su manejo general y en la proficiencia de los Maestros nunca han sido mejor que en la presente época. El número de pupilos que asiste diariamente durante el año ha sido seis cientos ochenta y cuatro, y el tanto por ciento de asistencia ochenta y cuatro. La duracion de las Escuelas fue ocho meses y veinte y siete dias.

El Superintendente dá informe de once Escuelas en continuo progreso, requiriendo los servicios de veinte y dos Maestros y Asistentes. El mas altó salario que se paga es en la Escuela de Alto Grado, el que asciende á ciento veinte y cinco pesos (\$125) por mes; el mas bajo, treinta pesos (\$30) para los Asistentes en las Escuelas de grados mas bajos.

Respecto á finanzas el Departamento de Escuelas nunca se ha encon-

trado en mejor estado. Con un prudente manejo se ha descargado del peso de una deuda grande, y ahora se encuentra bajo una base al contado.

En la última eleccion general se decidió imponer una contribucion especial para objetos de Escuelas con una unanimidad que prueba el interes que toma el pueblo en este asunto importante. Se cree que materialmente facilitará el buen éxito del sistema. Probablemente este año se recaudará algunos cuatro mil quinientos pesos (\$4,500) con ese objeto, y en adelante una suma suficiente para poder mejor manejar las Escuelas.

Hacen algunas cuantas semanas que la ciudad tuvo la desgracia de perder una de sus mejores casas de madera á causa de algun incendiario; y solo unos cuantos dias despues la casa de Escuela de los muchachos de color fue igualmente destruida. La última aunque no de la propiedad de la ciudad, era bien adaptada para el objeto que se usaba. La Escuela era sostenida bajo la direccion de la Junta de Directores de la Ciudad. El número de muchachos de esta clase fue informado ascender á cuarenta y tres.

La Junta de Directores merece mucho crédito por el presente próspero estado de las Escuelas Públicas en medio de tantas dificultades imprevisitas.

Puede ser que no deje de tener algun interes el siguiente resumen de unas cuantas de las estadisticas del año, tanto con referencia á la ciudad como al condado:

ESTRACTO del Censo y del Informe de Sindicos, 1863.

CONDADO DE CALAVERAS.

ROBERT THOMPSON.....Superintendente de Condado.

Por la cuarta vez tengo que presentar un informe anual como Superintendente de Condado de las Escuelas Públicas del Condado de Calaveras.

Me ha sido muy agradable haber servido de Superintendente, y siempre recordaré mis trabajos bajo este carácter como los mas útiles y agradables de mi vida.

Como el escarceo que rodea la piedra arrojada al agua continúa agrandando, así es con cada impulso dado á los asuntos de educacion continuará esparciendose por todo el tiempo venidero, y el que dá ese impulso puede razonablemente esperar que su influencia le sobrevivirá. Tenemos miedo de ser olvidados, pero debemos siempre tener presente, que si somos recordados por aquellos que vienen despues de nosotros, será solo en conexion con lo bueno que hagamos y los principios que abogamos; los principios correctos son imperecederos, y aunque quizas no sean creídos por algun tiempo, seguro es que al fin ganarán la ascendencia y gobernarán al genero humano.

La conquista de la espada quiza por algun tiempo sea potente, pero es transitoria, mientras que la conquista de los principios correctos es tan duradera como el genero humano.

Vivimos en la edad del progreso. Las artes de la guerra y paz progresan juntas. La guerra, aunque es un mal tiene que venir, hasta que el genero humano esté tan completamente educado, que su intelecto percibirá y su facultad moral le hará obedecer el espiritu de la regla dada por Cristo desde el Monte. "Lo que deséas que otros hagan por ti haslo tu por los otros." Los medios por los cuales esta regla debe ganar poder no se espera tanto del pulpito como de la sala de la Escuela. Ambas deben actuar juntas, mas la sala de la Escuela tendrá el mayor influjo. El uno obra cinco dias en siete, y el otro solo uno. Los Maestros deben ejercer una influencia mas fuerte que el clero, aun en la moral. Siendo el progreso hecho en materias que pertenecen á la educacion prontamente produce este resultado. Los que trabajan con mas empeño por la causa de la educacion algunas veces se desaniman pero sin razon. Durante los últimos treinta años se ha manifestado mas progreso que en cien años antes, y el fin aun no se ha conseguido. Hay una gran razon para esperar que los siguientes treinta años manifestaran tanto progreso, si no mas, que los últimos. Para cultivar el intelecto de un niño se requiere tiempo y trabajo, y los amantes del progreso humano siembra con diligencia la buena semilla, acordandose que en debido tiempo nacerá y producirá fruto.

Los Educadores deben fijarse bien en la introduccion de un curso sistématico de instruccion moral en nuestras Escuelas. Esto al presente está muy descuidado. Nuestra juventud está mejor instruida mentalmente que moralmente actualmente en las Escuelas, y debemos trabajar para introducir algunos ejercicios generales por los cuales los grandes principios de moral esenciales para la utilidad de la vida sean frecuentemente presentados y de consiguiente firmemente inculcados. Una sola alusion de estos grandes principios morales puede hacer mucho bien, pero son las frecuentes las que dejan una impresion indeleble. Lo mismo que léer un buen libro, una leccion moral deja su marca, pero si es seguida por otra, y todavia por otra, como una sucesion de buenos libros, forma y amolda la mente de la juventud mientras que se halla en su estado pla-

tico, y si así se continua hasta que la edad se solidifica y la establece, seguramente que permanecerá de esa manera durante la vida. El joven que es gobernado por buenos principios morales hasta que sale de la Escuela á los veinte y un años, generalmente continuará observándolos durante la vida. El tono sano y moral no es producido por un solo esfuerzo grande, sino diariamente presentando alrededor del niño una atmosfera moral en la cual flotase preceptos morales, potentes, aunque invisibles. Esto es la obra de años, y no es bueno solo depender en un esfuerzo de ocasion. Debe introducirse la instruccion sistemática. Cada dia debe tener su moral, como tambien sus lecciones intelectuales. La instruccion mental dá poder, pero la cultura simplemente intelectual no produce valor moral. Tenemos un campo á nuestra vista tanto moral como intelectual, y aunque el cultivo del uno puede ayudar al cultivo del otro, sin embargo son dos campos separados. Ambos tienen que ser cultivados ó nuestra juventud no será aparente para utilidad en la vida.

Algunos de nuestros Maestros se fijan bastante en la cultura de sus pupilos, tanto moral como mental, pero muchos de ellos descuidan casi enteramente la cultura moral, y aparentan creer que enteramente pertenece á la Iglesia y la Escuela del Domingo.

Estamos haciendo grandes progresos en materia de educacion. Comparada con la edad de nuestro Estado, no hemos sido aventajados. Sin embargo todavia hay una gran obra que hacerse, y los amigos de la educacion no deben faltar á ella. Las cuentas de prorrateo van á abandonarse imponiendo una contribucion sobre la propiedad suficiente para sostener las Escuelas generalmente. Se van á establecer Bibliotecas en cada casa de Escuelas conteniendo libros para referencia. La norma de las calificaciones de Maestros se vá á elevar, como tambien sus sueldos, de manera que haya un aliciente para hacer de la enseñanza una profesion permanente en lugar de un mero pasatiempo hasta que se encuentre algo mejor. Institutos de Maestros van á establecerse y seran bien atendidos en los diferentes condados en el Estado. Periodicos de educacion seran mas generalmente diseminados, y se introducirá en nuestras Escuelas un sistema mejor de instruccion moral. Estas y muchas otras materias que requieren la atencion de los amigos de educacion en nuestro Estado, hasta que estos cambios se establezcan, y nuestras Escuelas sean lo que deben ser—tan buenas como cualesquier otras en el mundo. Mucho tenemos que fomentar cada año. Personas mas competentes estan tomando interes y haciendose cargo de nuestras Escuelas. Se está haciendo una mejora despues de otra, y no está muy distante el tiempo cuando nuestras Escuelas podrán favorablemente compararse con las de los antiguos Estados.

Me he mudado por algun tiempo del Condado de Calaveras, y al cerrar mis funciones de Superintendente, me es agradable poder decir que durante los últimos cuatro años he tenido la sincera co-operacion de los Maestros, padres de familias, y los amigos de la educacion. Dejo el condado y el cargo de Superintendente con mucho sentimiento, y para siempre recordaré con gusto los muchos amigos que dejo atras.

Dejo, como Superintendente, á un sucesor capaz y fiel, cuyos años de experiencia le harán de gran valor para las Escuelas del condado, y le facilitarán la oportunidad de poder mas que bien desempeñar mi lugar.

CONDADO DE YOLO.

HENRY GADDISSuperintendente de Condado.

El Estado de California al provéer el sistema de instruccion pública, sabiamente ha adoptado el principio por tan largo tiempo reconocido por algunos de sus Estados hermanos, que la propiedad del Estado debe educar á los niños del Estado; no obstante, hasta la actualidad aun no se han adoptado medidas adecuadas para poner este principio en completa operacion. Nuestra juventud tiene derecho á ser educada por el Estado, como tambien el Estado tiene derecho á ser protegido por sus hijos. Se dice que el dinero es lo mas esencial para la guerra, pero no lo es menos para las Escuelas. Ninguna contribucion se paga con mas gusto á la Tesoreria que la contribucion de Escuelas y ninguna es usada con mayor satisfaccion del público. Yo he conversado sobre este asunto con muchas personas que pagan contribuciones en este Condado, y estoy convencido que una gran mayoria de ellos estan en favor de que se imponga la pequeña contribucion de Estado proyectada; por que despues de haberse agotado todos los recursos que la presente ley coloca á nuestro alcance, la consumacion que tanto se desea, las *Escuelas Libres*, será casi el mismo asunto incidental que antes. Bajo la presente base de prorateo, una renta anual de á lo menos doce mil pesos, (\$12,000,) ó cerca del doble del año pasado, será requerida para hacer un justo donativo á nuestros distritos, ó hacer que una cuarta parte de las Escuelas del campo sean *libres* en el verdadero sentido de la palabra.

Yo no creo que un cambio del presente sistema de prorateo al de "Asistencia," producirá ningun gran resultado benéfico. Sin embargo, parece que un vigoroso esfuerzo hecho por un popular y enérgico Maestro en un distrito diseminadamente poblado, debería recibir una correspondiente proteccion, pero en tal caso la duracion del término Escolastico debería ser combinado con el de la "Asistencia," y esto haria la diferencia del prorateo mucho mayor en algunos casos que la que actualmente existe. Temo que semejante cambio operaría mal en los distritos pobres, donde se necesita mas el dinero.

Varias importantes y saludables enmiendas han sido incorporadas en la Revisada Ley de Escuelas; aquellas que provéen para la recaudacion de cuentas de prorateo por proceso sumario, y para el pago de Maestros cuando actuasen como miembros de la Junta Examinadora de Condado, fueron imperativamente demandadas como actos de verdadera justicia.

La Escuela en Cacheville ha sido ya suministrada con los libros prescritos por la Junta de Educacion, y la mayor parte de las otras los han sustituido en lugar de los libros antiguos tan pronto como los nuevos fueron requeridos. He oido quejarse muy poco respecto á la calidad de la nueva serie de libros, aunque sin embargo todavia existe una diversidad de opiniones, y continuarán existiendo sobre este asunto entre nuestros mejores Maestros. Los Lectores de Willson son generalmente preferidos á los de Sargent, pero muchos no desean confesar que Quackenbos es el mejor autor en Grámatica.

La uniformidad en los libros era muy urgente como mero asunto de economia en el gasto, y mas todavia por la práctica eficacia de las ventajas derivadas de nuestras Escuelas Comunes.

El asunto de educacion nos presenta un vasto campo para el pensamiento, tan vasto y variado, que cuando procuramos contemplarlo parece inagotable. La misma palabra parece como una fuente cuyo manantial

la tiene siempre llena. Cada palabra que expresamos, cada acto que desempeñamos, tiene su influencia para con nosotros tanto para el bien como para el mal. Por nuestros pensamientos, palabras, y acciones, constantemente esparcimos un influjo sobre los que nos rodean, y á nuestro turno su influencia nos toca, aunque quizas no lleguemos á comprenderla. Hay muchas cosas que nos influyen que no hay palabras como expresarlas.

El mundo está lleno de los varios sistemas de educacion, pero una cosa puede considerarse como cierta; nada puede ser permanente ó duradero cuando no posée una propia educacion moral. Uno de los ramos mas importantes en la educacion de la juventud consiste en la influencia genial del hogar. Es alli donde debe principiarse á educarse el corazon. Puede considerarse como un verdadero axioma, que hasta que la *muger* no sea propiamente educada, de manera de hallarse calificada para todas las estaciones de la vida, como esposa, madre, hermana, ó amiga, todos los legisladores y Maestros del mundo no pueden hacer á los hombres lo que deberian ser. La madre solamente, puede hacer las mas sagradas y duraderas impresiones sobre la mente del niño. Los mas ilustres de los ciudadanos Americanos, cuyos nombres raras veces se mencionan sin reverencia á veces rayando en adoracion, es un brillante ejemplo del influjo maternal y de la temprana educacion moral, que impide que el heroe de la historia de la pequeña hacha y el árbol de cerezo diga una mentira. ¿Porque nuestros mas celosos sectarios manifiestan tanto interes y celo en establecer asilos para niños buerfanos, y en la ereccion y dotacion de seminarios de enseñanza bajo un plan tan barato que induce á muchos á patrocinarlos en razon de economía? No es acaso que completamente comprenden la verdad del adagio, "conforme se inclina el vastago, asi se inclina el árbol." Confieseles para amoldar la tierna mente de la juventud, y lo hará de modo que llene sus propios deseos.

La importancia de la verdadera educacion temprana debe ser completamente comprendida por aquellos que estan bien familiarizados con los diarios hechos criminales.

Siete décadas han pasado desde que algunos de los antiguos Estados de la Union establecieron un sistema de Instruccion Pública. Desde aquel entonces ha sido reconocido como un deber de todo gobierno civilizado, aun entre los despotismos del antiguo Mundo. De las cabezas coronadas de Europa, el "Federico de los Prusianos," fue uno de los primeros que imitó nuestro ejemplo en este particular, y el que establecio un sistema de educacion que algun dia minará el trono de la dinastía de Brandenburg. En nuestra época, el amigo mas consistente y leal de nuestro pais, entre los potentados extrangeros, desde que principio nuestra lucha por la existencia nacional, ha sido y es el digno monarca que ocupa el trono una vez ocupado por Pedro el Grande. Adicto á la ilustrada política de su ilustre antepasado, quien elevó á Rusia á su presente puesto de mando entre los poderes de la tierra, está actualmente preparando un sistema de instruccion que libertará á sus subditos de los lazos de la ignorancia, y les proporcionará el poder gozar y apreciar la gracia de la libertad personal que recientemente les ha conferido, y lo cual es la herencia natural de todo el genero humano. El lustre de las joyas de la diadema Rusa está eclipsado por el inmortal resplandor de semejantes hechos.

El sol de la libertad y de la intelijencia, que alumbra tan brillantemente en el Nuevo Mundo, ha arrojado su brillantez alrededor del horizonte de la oprimida Europa, y alumbra el domililio de un pueblo benigno. Pero generalmente, cuando contemplamos nuestro progreso na-

cional, olvidamos la base sobre la cual descansan nuestras libres instituciones.

Segun nuestro pais extiende el area de su dominio é influencia, y dá al mundo pruebas seguras de la sabiduria y estabilidad de nuestras instituciones; la educacion, que es el elemento mas esencial de la prosperidad nacional, tambien debe marchar con un paso firme.

Como ciudadanos de California, tenemos razon de estar agradecidos por el puesto que ocupamos durante nuestra actual guerra á muerte. Es una agradable reflexion, y una que nos deberia animar muchisimo, que no hemos sido llamados á participar directamente en las desgraciadas escenas que han cubierto de sangre fraticida á los Estados del Atlántico. Hemos mas bien cultivado las artes de paz, ilustracion, y prosperidad, que las de la guerra, pero la general difusion del conocimiento siempre ha tenido vivo el sentimiento de la devocion patriotica.

Por tanto, mostremos pues á nuestros Estados de la Union, fomentando un juicioso sistema de educacion, y dedicando una propia atencion sobre los verdaderos principios que son el paladion de nuestras libertades, que merecemos el orgulloso nombre que ellos nos han dado: *El Estado de Oro*.

CONDADO DE NEVADA.

J. A. CHITTENDENSuperintendente de Condado.

Los Maestros de este condado, con una excepcion ó dos, han dado pruebas de interes y eficacia en su obra. El informe del año pasado no es tan favorable como lo hubiera sido si el término del año Escolastico no hubiese sido acortado. Dos meses de menos tiempo hace una diferencia muy importante á las Escuelas que solo tienen una sesion durante el verano.

Por varias causas ha sido bastante dificultoso obtener Maestres para los Distritos mas pequeños, asi es que éstas se han abierto mas tarde que lo de costumbre. La emigracion á las nuevas minas recien descubiertas se ha llevado á muchos de los patrones de las Escuelas, y en varios casos á una mayoría de los Sindicos.

La serie de los libros adoptados por el Estado rápidamente se encuentran colocados y favorecidos en nuestras Escuelas. Mucho bien debe resultar de esta disposicion de ley, que por largo tiempo ha sido muy deseada, pero por alguna causa muy largamente dilatada. Creo que los libros han sido bien elegidos; ciertamente que hay una gran mejora en muchos de los libros anteriormente usados. No puedo omitir de especialmente mencionar los Lectores de Wilson, los cuales, mientras que son bien adaptados para la lectura, facilitan al pùpilo un fondo de información sobre una variedad de asuntos que las masas del pùébulo lamentablemente los ignorán,

Creo que la Ley de Escuelas podría enmendarse en cierto respecto para suplir una falta importante. Actualmente un nuevo distrito tiene que sostener el mismo una Escuela de tres meses, antes que pueda tener derecho á participar de los fondos públicos, y no puede gozar de ellos hasta el año siguiente. A veces acontece que no se toman medidas para la organizacion de una Escuela de Distrito hasta casi al fin del año Escolastico, y tan cerca de él que puede no haber tiempo para un término

de tres meses de Escuela, en cuyo caso la ley requiere que esperen ~~ma~~ de un año antes que puedan participar de los fondos. Yo he presenciado casos cuando el pueblo de algun lugar resueltamente ha principiado á tomar medidas para una Escuela Pública, y se han desanimado muchísimo cuando se les ha dicho que no pueden recibir ningun apoyo por el espacio de casi ó cerca de un año. Creo que esto puede facilmente remediarse, y debería hacerce. Si la ley fuese enmendada de manera de permitir á un nuevo distrito de participar en el siguiente prorató regular de los fondos del Estado ó Condado, despues de haber sostenido una Escuela á su propio costo—una Escuela de tres meses—entonces los fondos serían mas igualmente divididos, y resultaria un gran bien. Creo que no es probable que se presente ningun caso en que el nuevo distrito no fuese parte del antiguo; y si entonces se desease saber á que parte de los fondos tengan derecho, solo sería necesario averiguar el número de niños en su distrito, deduzcase este del que se separaron, y se obtendrá el número de ambos.

No he examinado completamente la cuestión relativa al prorató segun la asistencia, pero estoy inclinado á dudar si acaso será tan bueno como el plan presente. He pensado que quizás estimularía una asistencia mayor á las Escuelas, pero recientemente he presenciado un caso cuando dos Escuelas iban á dividir los fondos de conformidad con el término medio de asistencia, y no se hizo diferencia en el número de ninguno de ellos; y las Escuelas estaban en diferentes pueblos, lo que podia suponerse que las efectuase en algun grado. Semejante cambio en la ley probablemente operaría en daño de las Escuelas pequeñas de los lugares del campo; ademas, la objecion que se tiene para que se cambie la ley, consiste que pasa largo tiempo antes que se llegen á conocer y entender las enmiendas.

CONDADO DE NAPA.

A. HIGBIE.....Superintendente de Condado.

REGISTRO DE ESCUELAS Y OTROS LIBROS.

Estos han sido recibidos con regocijo por los Maestros y Sindicos. Ellos dicen, "Ahora procuraremos y llevaremos nuestros registros y cuentas con mas exactitud." Eran muy necesarios, y no me queda ninguna duda que los siguientes informes manifestarán los beneficios resultados de la disposicion.

UNIFORMIDAD EN LOS LIBROS.

En las cincuenta visitas que he hecho á las Escuelas, he encontrado que el pueblo está *unanimemente* en favor de uniformidad. Por cierto que no todos convienen con la clase de los libros, pero desean adoptar cualquier autor, mas bien que tener cinco ó seis clases diferentes. Esta multiplicidad de libros ha causado un gran detrimento al progreso de nuestras Escuelas. Creo que los nuevos libros se pondran en uso general durante el año venidero.

FINANZAS.

Respecto á finanzas tenemos grandes desventajas. Hasta la época pre.

sente el condado ha asignado cinco (5) centavos por cada cien pesos (\$100) para las Escuelas Públicas. Nuestro Fondo para las Escuelas de Condado, durante el año venidero, será casi dos tantos la suma del año pasado, pues ahora tenemos una contribucion de *diez* (10) centavos sobre cada cien pesos (\$100.) Esperamos pronto tener à lo menos veinte (20) centavos. Tambien el pueblo está listo para la contribucion de Estado. Las Peticiones estan ya llegando firmadas por cada votante en el distrito. Mas digamos algo sobre.

DINERO EN CAJA.

Aunque el plan no es muy bueno, varios distritos no pagan à los Maestros de ningun Fondo hasta que no se concluye el término por el cual fueron empleados. Esto sucede en la mayor parte de los distritos que tienen dinero en caja. Si el último año escolastico se hubiese cerrado como los años anteriores, el treinta y uno de Octubre, sería muy pequeño el balance en su favor. La *cuenta de caja* del Superintendente y Tesorero puede ser que en *algunos* particulares no esté de acuerdo, à causa del traspaso de algunos balances, por la division de los distritos y el cambio del tiempo de los informes, pero el resultado final, respecto à balances, es el mismo.

CASAS DE ESCUELAS.

En vuestros formularios de informes demanda V., "Cuántas Escuelas desgracian al Estado? Estoy obligado à responder. *ocho*; cinco son tolerables, y cuatro son buenas. Creo que hay dos razones para este estado de cosas: el primero era el incierto Estado de los títulos de tierras; el segundo una indiferencia general sobre el asunto de educacion. Esta indiferencia fue producida, en parte, à causa de que muchos no sabian la hora en que se verian obligados à decir:

"Ni pie de tierra poséo,
Ni casa en este recreo—"

mientras que muchas otras eran tierras alquiladas de grandes tenedores de tierras. Bajos estas circunstancias, no es estraño que tan poca atencion se haya puesto à nuestras Escuelas Públicas y casas de Escuelas Públicas. Ahora ya se van à arreglar los titulos de tierras, ó ya lo estan, y muchas personas estan comprando sitios de tierras, y haciendo permanentes mejoras. En varios distritos estan para imponer una contribucion para nuevas casas de Escuelas. Se aproximan mejores dias.

EXÁMENES DE MAESTROS.

Los exámenes han sido casi completos, pero no muy satisfactorios para muchos. Veinte fueron examinados por la Junta Examinadora ó por el Superintendente de Condado. Algunos de los patrones dicen que la Junta es demasiada rigida en los exámenes—que su distrito es pequeño, y sus niños no estan muy adelantados, y que un Maestro comun serviría muy bien para el objeto. Entonces, el Maestro que toma semejantes Escuelas se hace comun en la estimacion del pueblo en tal distrito, y tambien por su propia admision. Creo que despues de poco aprenderán que el mismo principio que es bueno en el campo de la cosecha, à saber, que un *buen* trabajador es *mas barato* que uno *malo*, lo será tambien en la sala

de la Escuela, y que solo deberán emplearse *buenos Maestros*. Hasta entonces no podemos esperar de ver á nuestras Escuelas ejercer tales influencias como deben en nuestra gloriosa República. Nuestras Escuelas Públicas en California, teniendo todo en consideracion han hecho grandes adelantos. Que muy pronto llegue el dia cuando no se encuentre un ápice atras de las Escuelas de ningun Estado en la Union.

CONDADO DE MARIN.

JAMES MILLERSuperintendente de Condado.

Estoy firmemente en la créencia que en ningun otro condado de nuestro Estado ha progresado tan rapidamente el sistema de las Escuelas Públicas hacia el pináculo de la perfeccion como en este condado durante los dos últimos años pasados. Que abundaba en dificultades el metodo por el cual este progreso fue conseguido, seria superfluo decir. Suficiente es, que gracias á la cooperacion de los empleados de las Escuelas y los amigos de la educacion en general, esas grandes barreras al buen éxito, en todo lo que ha sido posible, se han removido, y en su lugar, la confianza en la eficiencia y economía del sistema están permanentemente establecidas en las mentes del pueblo liberalmente dispuesto; mayor asistencia de púpihos, largos términos de continuacion de Escuelas; buenos y fieles Maestros empleados; y todos los distritos suministrados con una suma del Fondo de Escuelas Públicas suficiente para cubrir los gastos generales. Estas son circunstancias bajo las cuales creo que es imposible que el sistema dentro de un corto periodo de tiempo no haya conseguido una distincion de excelencia en este condado solo inferior á la de muy pocos otros en el Estado.

Es de sentirse por la generacion de la juventud de este lugar que ni aun siquiera una parte fraccional de los fondos recibidos, aplicable para tal objeto, no fuese empleado en comprar bibliotecas.

Con que saludables resultados no se podrian invertir unos cuantos pesos en semejante causa, sin aun remotamente infringir sobre los recursos financieros de los Sindicos. Sin embargo, es razonable créer que los Sindicos se esforzarán lo mas que puedan para remediar este mal durante el año siguiente. Hasta ahora han actuado bajo el principio que proyectos momentaneos requieren un largo periodo de tiempo para alcanzar una efectiva consumacion, de lo contrario ocurren tan á menudo ocasiones de contratiempos, desagradados y disgustos que el principal objeto se reduce á la nada ante el todo poderoso influjo de estas preocupaciones mal formadas. Asi sucede con el sistema de las Escuelas Públicas; apurado, accion prematura puede resultar en daño, mas la accion premeditada y juiciosa siempre obtiene su objeto.

SINDICOS.

Con muy pocas excepciones, los Sindicos son cabelleros bien calificados para el curso. En todos los casos han desempeñado bien y fielmente sus deberes. Frecuentemente durante el año, me he consultado con los miembros de cada Junta sobre todos los particulares concerniente á sus respectivas Escuelas, y confieso con verdadero orgullo, al decir que en

ningun caso los he encontrado faltos del conocimiento general que debe siempre ser aceptado como la rueda de la balanza, hablando asi, para los resultados benéficos.

MAESTROS.

La mayoria de los Maestros durante este año son muy superiores á los del año pasado. En algunos distritos los mismos Maestros continúan en su empléo. Con ellos, la experiencia en la profesion ha contrabalanceado todas las faltas menores. En otros distritos se han efectuado cambios, pero han sido para mejorar. Tenemos la ocasion de hacer alarde de un graduado de la Escuela Normal del Estado. Con muy pequeñas excepciones, han dado suficiente satisfaccion á todos los interesados.

CASAS DE ESCUELAS.

Tenemos once casas de Escuelas, todas de madera—cinco son nuevas y bien construidas; otras—las que estan situadas en las “selvas de Marin”—son construidas mas bajo principios de economia que de atraccion; sus muebles principalmente consisten de escritorios, sillas, pizarrones y estufas.

ASISTENCIA Á LA ESCUELA.

Ha mejorado desde el año pasado, sin embargo, es imposible que *todos* los niños asistan á la Escuela, por la razon mencionada en mi informe de Noviembre de mil ocho cientos sesenta y dos.

JUNTAS EXAMINADORAS.

Ha sido imposible convocar un número suficiente de Maestros calificados para constituir una Junta completa, ni aun ha sido necesario, pues se encontraban ciudadanos competentes facilmente para hacer justicia á la capacidad. Las enmiendas de la Ley de Escuelas que faculta al Superintendente de Condado de conceder certificados especiales á los Maestros, tiene un influjo saludable tambien, en obligar á todos ellos á asistir á las sesiones regulares de la Junta Examinadora. Anteriormente era necesario convocar una Junta Especial para cada solicitante, y á los que se les concedian certificados de calificacion, les era un asunto de bastante indiferencia si la Junta Examinadora celebrase ó no alguna sesion subsecuente.

Como ahora se halla de por medio su interes, se espera que la siguiente sesion regular de la Junta atestiguará la presencia de muchisimas personas dotadas de conocimientos.

CONDADO DE SISKIYOU.

THOMAS N. STONE.....Superintendente do Condado.

Las Escuelas Públicas de Siskiyon han sido desgraciadamente descuidadas por sus protectores, mas hay pruebas de un gran interes, el que se manifiesta por la demanda que hay de buenos y calificados Maestros, y

por las visitas hechas á las Escuelas. Todos convienen que las Escuelas Públicas son el plantel de una comunidad inteligente, y que deben sostenerse. Muchos hacen ver su disposicion para contribuir á su sosten, gustosa y liberalmente, mas la contribucion siempre rechazarán. La justicia de estar obligados á educar á los niños de otras personas es un tema que siempre traen en consideracion, pero se olvidan, muchos de ellos, que sus propios intelectos fueron cultivados y desarrollados en alguna de las Escuelas Públicas de algun Estado del Atlántico.

CASAS DE ESCUELAS.

Siento decir que solo un nuevo edificio se ha construido durante el año pasado. Los ciudadanos del Distrito de Cottonwood han edificado por medio de suscripcion una buena y confortable casa de Escuela. Muchas mas deben construirse, pero el resultado de la votacion en el Distrito de la Ciudad de Yreka ha producido á este ramo de mejora *un verdadero escalofrio*.

En la última eleccion de Sindicos de Escuelas, una suma especificada para refaccionar y agrandar el edificio de la Escuela Pública de la Ciudad, fue rechazada por mas de una mitad de la mayoría. Espero que este asunto vuelva á considerarse, y que los ciudadanos de Yreka probarán por sus votos que la comodidad y salud de sus niños, mientras se hallan en la Escuela, no son para ellos consideraciones secundarias, pero iguales, sinó superiores á su consideracion por su casa de Pobres ó casa de Tribunales. Siskiyou hace alarde de tener la mejor casa de Tribunales al Norte de California. ¿Acaso no puede tener una respetable casa de Escuela?

La Junta Examinadora encuentra que la general excusa que dan los solicitantes, es no haber estado dedicados á la profesion por varios años, que se han empleado de otro modo, y que no han revisado los ramos que comunmente se enseñan en una Escuela Pública. Me es agradable decir que la Junta no considerará tales excusas válidas. No se debe imponer á la Escuela el educar al Maestro, ó en otras palabras, la Escuela no debe ser colocada al nivel de la capacidad del Maestro. Su norma debe ser alta, ó nuestras Escuelas Públicas nunca pasarán del grado de Primarias. Unos cuantos distritos todavia tienen la idéa de que un *buen hombre* es bastante bueno para enseñar en la Escuela, sin poner ninguna atencion en sus calificaciones, capacidad para impartir el conocimiento, ó habilidad para gobernarlo; pero simplemente se desea que sea joven bueno, social, y de buen carácter. La Junta celebra sus exámenes publicamente, y si el solicitante no manifiesta suficiente conocimiento para que tenga derecho á recibir el respectivo certificado, al instante se le dá informacion de ello, y se le notifica los ramos en que ha faltado. Justicia á los niños y justicia á los Maestros es el tema de los exámenes.

CONDADO DE SHASTA.

GROVE K. GODFREY.....Superintendente de Condado.

El presente informe estadístico manifiesta pruebas suficientes de un adelanto gradual y saludable en los efectos de todos los esenciales ele-

mentos de un bueno y práctico sistema de Escuelas, como lo manifiesta su eficacia y veracidad en la profesion de los Maestros; un aumento en el número de las Escuelas; el largo tiempo durante el cual estuvieron abiertas; el aumento gradual en la atencion de parte de los padres, tutores, y niños, á la necesidad de uniformidad y puntualidad de asistencia á los ejercicios de las Escuelas dentro de mi jurisdiccion.

Los tiempos demandan para el bien público que las Escuelas sean proveidas para el rápido aumento en el número de niños en el condado, pues las buenas Escuelas darán una reputacion á un lugar que vale mas que la riqueza ó bienes raices. Deben construirse casas de Escuelas en cáda distrito donde sean requeridas. Deben ser agradables y atractivas, en lugar de tristes y repugnantes. No se pueden tener buenas Escuelas en casas que no sean confortables, donde paredes dilapidadas lastiman la vista, y asientos mal contruidos cansan y mortifican el sistema físico de los niños. Las casas de Escuelas deben ser lugares agradables, con hermosos atractivos, y suministradas de todo lo necesario para la enseñanza, con mapas, bibliotecas, aparatos, etc.; entonces nuestros niños con deleite se reunirían en ellas, y aprenderían con mayor emulacion.

Las buenas casas de Escuelas, Maestros eficientes, dinero, aparatos, uniformidad de libros, y perfecta clasificacion, son los grandes esenciales para el progreso y prosperidad general de cada Escuela.

Durante el año pasado los empleados encargados de las Escuelas han manifestado gran interes y celo en el desempeño de sus deberes. Hay un vasto campo abierto para que ellos puedan mostrar su energia y talentos en promover los mejores intereses de esta institucion.

Los Sindicos son los agentes de las Escuelas Públicas de este Estado, y en ellos depende en gran parte su prosperidad y beneficios. Pero ellos deben informarse completamente respecto á todos sus deberes oficiales, proporcionar buenas casas de Escuelas, y hacerlas atractivas; emplear Maestros profesionalmente instruidos, pagarles bien, visitar é inspeccionar las Escuelas con frecuencia, comprar mapas, cartas, pizarrones, globos, y bibliotecas para el uso de las Escuelas.

El buen éxito de la operacion de nuestro sistema de Escuelas, requiere la cooperacion de todos los que estan directa ó indirectamente en relacion con la prosperidad de nuestras libres instituciones. Que los padres de familia, Sindicos, y Maestros, hagan su deber y que obren en concierto con la mejor ventaja; que á los niños se les haga sentir la importancia de la enseñanza, y en cuanto su futura vida dependerá en su presente comportamiento y aplicacion; entonces nuestro sistema de Escuelas realizará sus gloriosos designios, y el carácter de la siguiente generacion probará que hemos hecho nuestro deber á la juventud de la presente edad al provéer una educacion liberal y progresiva.

CONDADO DE ALAMEDA.

B. N. SEYMOUR.....Superintendente de Condado.

No mas que cerca de dos quintas partes de los niños comprendidos en el censo estan empadronados de asistir á las Escuelas Públicas, y solo una cuarta de ellos asiste con regularidad. El número de visitas hechas

por los padres de familia es muy pequeño. En todas partes es muy dificultoso conseguir que se reúnan un número suficientes de personas para elegir Sindicos, y en muchos lugares no se puede conseguir enteramente—creo que esta es la única eleccion en toda nuestra política Americana en que se encuentra falta de candidatos ó de votantes. Estos hechos para una mente reflectiva se esplican suficiente. Prueban que las Escuelas estan algo distantes de los pensamientos, simpatías, y planes de los padres de familia; que si los niños pueden ganar dinero, ó si el mandarlos á las Escuelas es molesto y costoso, entonces no son mandados; que la mayor parte de los padres de familia piensan mas de la política y el placer de la charla y ostentacion, y ganancia, y cualquiera otra cosa menos en la cultura moral de sus niños. Las Escuelas Públicas nunca pueden adelantar á un alto estado de eficiencia y excelencia bajo semejante incubus de indiferencia paternal. Tres partes son necesarias para formar una buena Escuela—buenos Maestros, buenos niños, y buenos padres; y cada uno de los tres factores es parecido, y creo que con seguridad puedo decir que son igualmente importantes. La presencia del padre de cuando en cuando en la casa de Escuela es tan esencial á la prosperidad de la Escuela como la constante asistencia del Maestro y púipilos. Su conocimiento con la Escuela, su interes, su concejo, y cooperacion son elementos indispensables de su prosperidad. Por cierto que buenos Maestros y buenos púipilos pueden hacer lo que nosotros en nuestra ignorancia llamamos buenas Escuelas; asi pues, los padres de familia pueden aumentar justamente una tercera parte á esa excelencia si solo lo comprendiesen y asi lo hiciesen.

Asi es que muchas de las Escuelas son todo menos agradables. Parece como si hubiese sido errante en una tierra estraña, sin amigos ó domicilio, habiendose sentado al lado del camino cerca de un arroyo, para llorar su desamparo, y que algun individuo benevolente se hubiese compadecido de ella y la hubiese cercado. Otra se encuentra situada en la extremidad del lugar donde padece una vaca, y si no fuese por la puerta y venta del frente, y una hermosa muger y lindos niños adentro, ciertamente que se tomaría por el corral de una vaca. Hay otra, que parece que se hubiese perdido errando sobre los llanos, y que se ha reclinado en la esquina del lindero del cuarto de seccion de alguno para impedir el correr consigo misma. Me fijé cuando recientemente pasé por aquel cámino, que habia tenido otra estacion de peregrinacion, solo con el objeto de atraerse á otra esquina del lindero, en un estado no menos parecido al marinero de Virgilio, cuando toda su escuadra se fue á pique, y el solo se encontró mandando, con nada mas á la vista que el mar y el firmamento; ni un árbol, ni cerca, y ápenas una casa en la vecindad. Sin embargo, determiné que se habia decidido á establecerse allí pues vi que se habia hecho un pozo artescano. Estas son casas de Escuelas en el campo. Pero algunas en las ciudades son apenas superiores á ellas; sin embargo no es necesario caracterizarlas. En muchos de los distritos en el condado se necesitan confortables y convenientes casas de Escuelas. Un gran número de ellos no tiene ninguna, y tienen que arrendarlas.

El Estado debe imponer una contribution de Escuelas del Estado. Supongo que todo el que crée en el gobierno popular admitirá la verdad de esta proposicion. Es del derecho y deber del Estado gobernarse á si mismo. En esta forma puede ser modificado. Es el derecho y deber del Estado perpetuar su propia vida de la manera mejor y mas barata. Creo que la segunda proposicion es igualmente incontrovertible con la primera, mucho mas extensa y mas fuerte. Una vez admitida esta proposicion, hay otra justamente clara y simple. Que los buenos Maestros de

Escuelas es la mejor y mas fuerte policia. Si hubiese alguna duda sobre este punto, solo tenemos que abrir nuestros ojos sobre nuestro pais. Porque es que el Norte es leal y el Sud desleal? Simplemente porque en el Norte el Estado ha propagado su vida por medio de las Escuelas Públicas mientras que en el Sud no sucede esto. Si se citan los tumultos y los Copperheads del Norte, este no hace mas que robustecer el argumento. Pues supongo que es un hecho notable, á lo menos en muchisimos casos, que los amigos del Gobernador Seymour, segun se habian observado, "tienen una X de segundo nombre." El Patriotismo, un santo miramiento por el gobierno y la ley, es mas ardiente donde se han fomentado mas las Escuelas Públicas. Si esto es así—y dudar de éello me parece tan dificultoso como dudar de la brillante claridad del sol de mediodia—entonces imponer semejante contribucion es la mas sabia, menos costosa, y mejor política que el Estado puede adaptar. Si se dijese que el Sud nunca pudo haber mantenido esclavitud con en sistema de Libres Escuelas Públicas para todo su pueblo, de todo color y condicion, supongo que no se encontrará ninguno tan tonto para negarlo. Pero si hubiese sostenido un completo sistema de instruccion pública, la esclavitud largo tiempo ha que hubiese muerto de muerte natural, y actualmente, en lugar de ser un vasto campo de batalla, su suelo humedecido de sangre humana, y sus campos llenos de heridos, se hallaría muy adelantada en la carrera de la prosperidad y verdadera gloria mucho mas de lo que nunca hubiesemos pensado; y todo su pueblo estaria rebozando de la mas ardiente lealtad, en lugar de glorificarse en su vergüenza.

Si se cree que este ejemplo sea demasiado general y vago, tómese otro. En el Condado de Butte, durante el término de las sesiones del Tribunal de Distrito en el mes de Noviembre de mil ocho cientos cincuenta y siete, hubieron trece asesinos que juzgarse. A menos que mi memoria me engañe mucho, el Tesorero del Condado me dijo que el gasto de juzgar á esos asesinos aumentó la deuda del Condado en cerca de sesenta mil pesos (\$60,000. Si hubiesen sido tomados por el Estado durante su niñez, por cuanto menos dinero pudo haberserles enseñado á ser útiles y honorables ciudadanos, en lugar de demonios sedientos de sangre. Si alguno pudiese en esto encontrar algun argumento contra el emplear solo personas de la mas firme rectitud y pura moral para Maestros, no tengo objecion de que sea usado de ese modo. Creo que es del deber del Estado el propagar su propia vida por medio de las Escuelas donde el derecho y la virtud mas pura se enseñan por medio del precepto y el ejemplo.

Si es cierto, como lo creo, que las Escuelas son la parte fundamental del saludable gobierno popular, entonces no puede haber cuestion respecto al derecho de imponer una contribucion para su sosten; porque supongo que será universalmente concedido que el Gobierno puede imponer una contribucion para su propio sosten.

Si se hace objecion que la contribucion del Estado, en adiccion á los Fondos de Escuelas ya proveidos, daría á algunos distritos mas dinero que el que necesitan, entonces puede decretarse una nueva ley de distribucion la que colocará el dinero donde sea mas necesario. Vale mas que el Estado gaste unos cuantos miles de pesos para enseñar á una sola familia, á ser útiles y honorables miembros de la sociedad, que sufrir que esa familia crezca siendo villanos y salteadores. El método del gobierno por medio de la educacion se encontrará infinitamente mas barato y mejor en todas sus partes que por medio del castigo. Todos los que tienen conocimiento del estado que guardan las Escuelas por todo el Estado saben que las presentes rentas son enteramente inadecuadas para las Escuelas.

CONDADO DE MERCED.

R. B. Huey.....Superintendente de Condado.

Muchas de las Juntas de Sindicos parecen manifestar muy poco interes en la importante materia de las Escuelas Públicas. Mientras que desean que tengan buen éxito y prosperen, son demasiado descuidados y negligentes para poner en éllas ese cuidado y atencion que de éllos se espera, y que es de su deber hacer. He visitado los distritos, y he consultado con los Sindicos sobre la importancia de animar en todo lo que fuese posible todos los medios calculados para aumentar de alguna manera la utilidad y eficacia de las Escuelas del Condado. Sin embargo, encuentro, que muchos de éllos dependen sobre el Superintendente de Condado para que haga todo el trabajo, y esperan que el debe ser totalmente responsable por la eficiencia ó ineficiencia de las Escuelas. Ciertamente que algunos de ellos han leído tan poco la Ley de Escuelas que estan ignorantes de su contenido, descansando en el Superintendente para que les informe respecto á los deberes de su cargo oficial. Algunos informes llegaron á mi oficina muy faltos de estadísticas, no obstante mi continua solicitud para que completamente se cumpliese con la ley.

Anticipé alguna dificultad en alguno de los Distritos de Escuelas respecto á conseguir Maestros—especialmente en Snelling.

Los ciudadanos que componen el Distrito de Jackson estan divididos en política, y estan tan opuestos el uno al otro que parece que no se podrá obtener ningun Maestro que agrade ó convenga á ambos partidos. Uno de los Sindicos de este distrito ha presentado su demision, y es muy probable que los otros dos hagan lo mismo. No se si se podrá establecer alli una Escuela. He usado todos los medios á mi alcance para reconciliar las facciones, mas todavia nada he conseguido. Se espera que esta clase de sentimiento no continúe por largo tiempo en oposicion á los intereses de la Escuela y la comunidad.

Con el objeto de promover á los intereses de educacion en el condado, convoqué una Convencion de Educacion en Snelling el cuatro de Junio pasado. El objeto era organizar un Instituto de Maestros de Condado, examinar á las personas que solicitasen certificados, adoptar una serie uniforme de libros para el uso de las Escuelas Públicas, y discutir los intereses de las Escuelas y educacion en general. Aunque la junta no fue muy atendida fue bastante interesante. La Convencion permanecio en sesion dos dias, consiguiendose la mayor parte de los objetos para que fue convocada, y se prorogó sujeta á volverse á reunirse cuando fuese convocada por el Superintendente de Condado. La Junta de Supervisores pasieron á mi disposicion la completa suma concedida por la ley para dedicarse para objetos del Instituto. Solo una pequeña suma fue usada. Es la intención del Instituto invertir la mayor parte del Fondo en la compra de mapas, cartas, globos, y libros, para su uso especial, y que sean guardados en una Biblioteca. Todos los que estuvieron presentes en la Convencion quedaron contentos de los procedimientos, y los Maestros presentes se consideraron grandemente beneficiados de oír entre ellos sus miras y experiencia respecto al arte de la enseñanza, y el mejor modo de gobierno que debe observarse en las Escuelas Públicas es promover el mejor buen éxito y adelanto.

Aunque el año pasado no ha probado tan buen éxito y animacion como pudo haberse deseado, no me encuentro desanimado, pero entro á desempeñar los deberes del nuevo año Escolastico con mas grande deseo y

mayor determinacion de desempeñar en todo lo que me fuese posible cada deber de la incumbencia de mi cargo oficial y con relacion al pueblo, como un verdadero protector del sistema de instruccion de las Escuelas Públicas.

Al recibir los libros, formularios en blanco é instrucciones de vuestro departamento, los he dirigido á sus respectivos destinos, solicitando que fuesen fielmente observados en cada particular, y que en tiempo oportuno se presenten los informes completos y correctos á mi oficina.

Creo que bajo el nuevo órden de cosas, podemos esperar de ver un mayor grado de prosperidad desarrollarse en las Escuelas de nuestro pequeño condado.

A consecuencia de la pequeña suma de fondos proveidos por el condado para el sosten y fomento de las Escuelas Públicas, resolví apelar á la Junta de Supervisores por un tanto por ciento adicional para objetos de Escuelas. De conformidad les presenté el asunto para su consideracion, y finalmente convinieron aumentar la cuota para objetos de Escuelas hasta veinte por ciento, lo cual doblará nuestro Fondo de Escuelas de Condado durante el siguiente año Escolastico.

La suma que cada uno de los varios distritos percebirá de este fondo aumentado por lo que será derivado del Fondo de Escuelas del Estado, junto con una pequeña cuenta de prorrateo ó contribucion de distrito, facilitará á cada distrito continuar sus Escuelas la mayor parte del año. Si fuésemos tan afortunados que pudiesemos conseguir Maestros de experiencia y competentes, lo cual estoy determinado á hacer, junto con una uniformidad de los mejores libros de Escuelas, puedo anticipar para el año venidero un floreciente y próspero estado para nuestras Escuelas.

Respecto á bibliotecas de Escuelas, no tenemos ningunas. Nuestro Fondo de Escuelas ha sido tan pequeño que no hemos podido disponer de nada para la compra de libros; y como esto es tan indispensablemente necesario para el propio adelanto de la Escuela, he llamado la atencion de los Sindicos y ciudadanos sobre este asunto. He sugerido que con ese objeto podria imponerse una pequeña contribucion de distrito; ésta no será sentida por ninguno, y la suma de esta manera recaudada proveerá una pequeña biblioteca de historias y otros libros útiles, los cuales si fuesen propiamente usados, facilitaria mucha materia de instruccion y utilidad, y produciria un constante beneficio al joven estudiante.

El gran objeto que puede conseguirse en el curso de la instruccion seguida en nuestras Escuelas Públicas, es un discipulo práctico y pensador — uno que pueda aplicar sus ideas á algun objeto definido. A menos que esto se consiga, dejamos de obtener el fin deseado, por el cual fue instituido nuestro sistema de Escuelas Públicas.

Imaginamos oir que alguno diga: “Nuestros niños han aprendido á léer y escribir, han estudiado aritmética, geografía, y gramática Ynglesa, ¿no es esto suficiente? ¿Porque pues, toda esta pena acerca de las Escuelas? No pueden otros niños conseguir lo mismo? Pero tales personas no comprenden la verdadera diferencia entre un conocimiento muerto ó inactivo, y uno que es práctico y progresivo.

Ahora reflexionemos un momento, ¿Donde está el muchacho ó muchacha, que acaba de salir de la Escuela que puede sentarse y componer una carta inteligente, ó léer comprendiendo algun objeto ó discurso complejo, ó resolver los prácticos problemas de aritmética, ó dar la descripcion geográfica de un pais, ó analizar una sentencia ó discurso en sus respectivas partes? Debe entenderse que el pronunciar facilmente largas ó cortas

sentencias no es léer; desempeñar ciertos movimientos quirógraficos con la pluma é imitando, ó por impresion de la mente, no es escribir; recitar una larga lista de nombres y definiciones geográficas no es entender geografía; ni es tampoco analizar una sentencia y dar á las partes del discurso un correcto conocimiento del sentesis y análisis de la composicion; ni tampoco es producir las soluciones de los problemas en aritmética, de conformidad con las reglas fijadas, comprendiendo la práctica aplicacion de los números de los negocios relativos á la vida. Ciertamente que podemos observar, que en todo lo que concierne la utilidad práctica, los ramos de una educacion comun, tal como ciertos padres de familia la considera completa, no es mas que una imperfecta mezcla de ideas indefinidas, en consecuencia de lo cual el joven estudiante se llena de disgusto, y procura empléo para el cuerpo é intelecto, en medio de la ostentacion de los recursos de la moda, ociosidad y disipacion, los cuales por falta de las propias ventajas, le son negadas en otra parte.

Si deseamos que la juventud de nuestra tierra reciba educacion para hacer de ellos verdaderos hombres y mugeres, debemos facilitar los recursos, y elevar nuestras Escuelas á un grado de primera clase. Ynfundamoles un espiritu de actividad que anime un curso vigoroso de instruccion, de tal manera que se haga ver y sentir en las diarias vueltas de los negocios en la sociedad, y en medio del círculo de la familia; eso dará expansion á la mente, cultivará las virtudes del corazon, dará paz y consuelo, é impartirá verdaderos goces y brillantez á la declinacion de la vida. Para que esto pueda obtenerse, *debemos tener* los medios para hacer marchar á nuestras Escuelas Públicas, y que no descuidemos nada de lo que sea esencial para hacerlas confortables y atractivas. Cuando esto sea hecho, tambien es igualmente importante que los púpi los tengan todas las ventajas de una asistencia regular. Se les debe instruir de ser diligentes, obedientes, y estudiosos, y que ninguna obra la consideren imposible. Siguiendose este curso, con Maestros activos, enérgicos, y competentes á la cabeza, podemos anticipar un grado de buen éxito y prosperidad en nuestras Escuelas que redundará en honor de nuestro Estado y la gloria de nuestra patria comun.

CONTRIBUCION DE ESCUELAS DEL ESTADO.

Considero que esta medida de parte de los amigos de la educacion en nuestro Estado es una de vital importancia; y no creo que ningun amigo de la causa de las Escuelas Públicas haga ninguna objecion á que se decrete una Ley por nuestra Legislatura. Sin embargo, hay muchas personas que se opondrán á que se decrete poniendo toda clase de obstáculo en su cámino. Tales personas son enemigas de la reforma en general, y se oponen á toda clase de proyecto presentado para mejorar la condicion social, moral é intelectual de la sociedad. Esta clase de gente no puede considerarse como verdaderos ámigos de la Comunidad. Son muy escasos y reducidos en sus miras, y todo lo que no produce un inmediato beneficio lo consideran inoportuno ó impolitico. Yo considero la decretacion de dicha ley como una de las mejores Leyes que puede decretar nuestra Legislatura. Me parece muy en orden que el Estado, como una gran medida, se reserve la educacion de su juventud. Es una parte de la economía politica de una nacion provée los medios que directa ó indirectamente obren contra la perpetracion del crimen.

Estoy decididamente en favor de que se decrete semejante Ley, y sinceramente espero que reciba la aprobacion y cooperacion de nuestra próxima Legislatura.

PRORATÉO DE FONDOS DE ESCUELAS.

Respecto al proratéo de los fondos de Escuelas bajo la base de la asistencia, segun es tomada de los informes de los Maestros, la considero buená. Inducirá á los padres de familia de mandar con mas regularidad á sus niños á las Escuelas.

Pero cuando se tienen dos Escuelas en el mismo distrito, algunas veces ocurre que los discípulos pertenecientes á una de las Escuelas en ciertas estaciones del año no pueden atender regularmente, mientras que los discipulos pertenecientes á la otra asisten con regularidad; una Escuela puede tener cuarenta nombres registrados, y la otra solo diez y siete, sin embargo la última percibirá tanto de los fondos de Escuelas como la primera, lo que no considero enteramente equitativo.

Hemos adoptado la nueva serie de libros en las Escuelas que se han abierto. Encuentran completo buen éxito y son bien recibidos por los púpihos. Creo que son decididamente los mejores que yo he visto, y merecen ser retenidos en nuestras Escuelas por algun tiempo en lo venidero.

CONDADO DE BUTTE.

S. B. OSBOURNE.....Superintendente de Condado.

FINANZAS.

Hay veinte y ocho Distritos de Escuelas, treinta casas de Escuelas, dos de las cuales son alquiladas, y veinte y seis Escuelas en buen orden, excepto que algunas de las casas de Escuelas desgracian al Estado, y especialmente la casa de Escuela en Oroville. Muchos de los distritos intentan edificar buenas y confortables, y espero que no cesará la obra hasta que las nuevas ocupen el lugar de todas las viejas.

La casa de Escuela en Forbestown dá crédito á los ciudadanos de ese lugar. El hecho de tener buenas casas de Escuelas, con muebles y asientos confortables, es un fuerte aliciente para que los niños deséen asistir á la Escuela.

DEBERES DE SINDICOS.

En general desean atender á sus deberes, pero muchos de los informes son hechos puramente por forma mas bien que por interes. Mas confio que en el futuro el nuevo orden de libros suministrados por el Estado remediará este mal, de modo de llegar á un correcto gasto de todos los fondos asignados para el uso de las Escuelas, y del mismo modo todas las entradas de fondos, y de que origen son derivados.

MAESTROS.

Hay cerca de treinta Maestros que siguen la profesion en el condado. De este número seis pueden considerarse Número Uno, y el resto Número Dos, y no quisiera que la última clase sepultase su talento en la tierra, sinó que se esfuerze para en debido tiempo presentar diez talentos mas, y por tanto colocarse mas arriba de la mediocridad de Maestros.

No mas que la mitad de los Maestros en el Condado se suscriben á un diario de educacion.

Desde mediados de Agosto he visitado todas las Escuelas que estaban en sesion, y procuré segun estuvo á mi alcance, probar el patriotismo de los discípulos, y la clase de enseñanza é impreciones recibidas de sus Maestros para adelantar su conocimiento general de las cosas fuera de la casa de Escuela; y me es agradable decir, que entre los muchos que habian algunos tenian mas que comunes conocimientos—muchachos de seis á ocho años de edad, harian avergonzar á otros de edades mas maduras. Diré que en una de las Escuelas, (en el Distrito de Stoneman.) encontré la bandera Americana desplegada detras del asiento del Maestro. Pensé que fuese comendable y bien calculado imprimir en la mente de la juventud una leccion que solo la muerte pudiese borrarla. ¿No seria una buena idea introducir una en cada Escuela?

I N F O R M E

DE LA

Junta de Síndicos de la Escuela Normal

DEL

ESTADO DE CALIFORNIA.



INFORME.

La Escuela Normal del Estado de California fue debidamente organizada en virtud de las disposiciones de una Ley legislativa, aprobada el dos de Mayo, de mil ocho cientos sesenta y dos.

En su primera junta el veinte y dos de Mayo de mil ocho cientos sesenta y dos, la Junta de Sindicos aceptó una proposicion hecha por la Junta de Educacion de la Ciudad de San Francisco, en la cual se ofrecio á la Escuela Normal el edificio de la Escuela de Alto Grado en San Francisco con sus aparatos filosóficos. En esta junta se resolvió que el número de púpi los admitidos en la Escuela debería limitarse á sesenta durante la primera sesion, ó á un púpilo para cada condado en el Estado; y que en caso que entonces no hubiese ningun aplicante de ningun de cóndado, los aplicantes de otros condados gozarían el privilegio de ser admitidos en lugar de los condados que hubiesen faltado.

Un plan en detalle para la organizacion, clasificacion, y manejo en general de la Escuela, que ha sido publicado por el Superintendente del Estado en forma de folleto, fue subsecuentemente perfeccionado y adoptado por la Junta.

Los Sindicos, deseando procurar el mejor talento profesional para la instruccion de la Escuela, invitaron por medio de anuncios públicos á los candidatos para el cargo de Principal de la Escuela Normal del Estado, con el objeto de presentar solicitudes acompañadas de pruebas de calificacion.

El salario ofrecido fue dos cientos cincuenta pesos (\$250) al mes durante la sesion de la Escuela. El Señor Ahira Holmes, un caballero de larga experiencia en la enseñanza fue elegido. Habiendose determinado los arreglos preliminares para la apertura de la Escuela, la Junta nombró al Hon. A. J. Moulder, Superintendente de Instruccion Pública del Estado; George Tait, Superintendente de las Escuelas Pública de San Francisco; y Gustave Taylor, de Sacramento, en clase de Comision Ejecutiva para llevar á efecto sus órdenes, y arreglar los detalles para la futura conducta de la Escuela.

El veinte y uno de Julio, de mil ocho cientos sesenta y dos, la Escuela Normal fue abierta en una de las vacantes salas de recitaciones de la Escuela de Alto Grado de San Francisco, la cual la Junta de Educacion habia de antemano ofrecido, de conformidad con su convenio, junto con los muebles y necesarios aparatos de Escuelas.

Antes de concluirse la primera sesion se encontró que la capacidad de esta sala era demasiado pequeña para propiamente acomodar á la Escuela Normal, la asistencia de lá cual ha constantemente aumentado desde el principio del término. La Comision Ejecutiva se dirigió á la Junta de Educacion para que proporcionásen mayores facilidades para los púpi-los de la Escuela Normal. La solicitud resultó en que se procurase un edificio, el que aunque no bien adaptado para el uso de una Escuela, no obstante facilitó suficientes comodidades para el aumento del número de púpi-los de la Escuela Normal. Entonces la Junta de Educacion establecio una Escuela Experimental, ó Escuela de Práctica en coneccion con la Escuela Normal. El Maestro de esta Escuela fue nombrado por la Comision Ejecutiva. Las ventajas de esta Escuela, la que fue compuesta de muchas, la mayor parte tomadas de las Escuelas de Grámatica de la ciudad, apenas pueden ser estimadas. Con semejante auxiljar, Maestros estudi-antes en la Escuela Normal fueron proveidos con todo clase de facilidad para adquirir ese conocimiento de libros é instruccion práctica en la en-señanza, sobre cuya posecion depende su futuro buen éxito como Maes-tros.

Al fin del término en Diciembre, se celebró un exámen informal de la Escuela en presencia de alguna personas que al efecto fueron convidadas. El informe de este exámen fue publicado, y refiriendose á él se verá que en la fecha antes nombrada, la Escuela Normal estaba en excelente con-dicion, teniendo una asistencia de treinta y cuatro púpi-los, de los cuales veinte y cuatro estuvieron presentes entonces; entre tanto la Escuela Experimental ha aumentado tanto que ha sido necesario emplear una Maestra adicional, cuyo nombramiento como tambien su salario, fueron recibidos de la Junta de Educacion.

Al fin del año Escolastico, el quince de Mayo, de mil ocho cientos se-senta y tres, los pupilos tuvieron, que pasar por un rígido exámen por medios de preguntas y contestaciones escritas, con el objeto de averiguar si estaban preparados para ser graduados. Se adjudicaron Diplómas á cuatro señoras, quienes inmediatamente despues de haber sido graduadas, recibieron nombramientos para enseñar en diferentes partes del Estado.

La asignacion hecha por la Legislatura en mil ocho cientos sesenta y dos para el sosten de la Escuela, fue totalmente inadecuada para el sos-tenimiento de la Escuela, y si la Junta de Educacion de San Francisco no hubiese generosamente suplido los recursos que faltaban, esta institucion cuyo establecimiento ha sido tan largo y tan verdaderamente deseado por todos los amigos de la educacion popular en el Estado; hubiese termi-nado en una existencia penosa. Los buenos resultados de la empresa ha sido hasta aqui tan aparente para la educacion de la comunidad de San Francisco, que la Junta de Educacion de esa ciudad se esforzará en rete-ner la colocacion de la Escuela en San Francisco despues de la expiracion de los dos años que fueron especificados por ley para la colocacion de la Escuela en San Francisco. Tres ciudades ya han manifestado su inten-cion de competir para la colocacion de la Escuela en su recinto. Una pa-recida generosa competencia ha prevalecido en otros Estados de la Union para la colocacion de las Escuelas Normales del Estado, y los alicientes ofrecidos con este fin, han sido edifieios y fondos, montando en muchos casos á cientos de miles de pesos.

INFORME DE FINANZAS, DECIMO CUARTO AÑO EMERGENTE.

<i>Gastos.</i>	
A. Holmes, salario.....	\$2,450 00
Miss H. M. Clark, salario	925 00
R. P. Fisher, cuentas y salario como Bedel.....	135 00
James Norman, Bedel.....	24 00
Hubert Burgess, salario, Maestro de Dibujo y Escritura.....	30 00
J. D. Stevenson, servicios de Bedel	56 50
Aparatos, mapas, etc	160 75
Anuncios	76 50
Muebles.....	137 00
A. D. Hill, trabajo y dinero	34 90
Maestro de Gimnastica é incidentales.....	100 00
Impresiones	31 00
Total	\$4,160 65
Asignacion, décimo cuarto año emergente	\$3,000 00
Asignacion para descubiertos, décimo cuarto año emergente	1,200 00
Total	\$4,200 00
Balance sin gastar	\$39 35

La asignacion de tres mil pesos (\$3,000) fue hecha para una sesion de cinco meses, mas la Junta teniendo un exceso de fondos en caja en aquella época, determinaron continuar la sesion hasta el fin del término de la Escuela de Mayo. Entonces la Junta solicitó á la Legislatura para que se hiciese una asignacion para descubiertos, de mil dos cientos pesos (\$1,200,) suficiente para sostener la Escuela durante todo un año.

El segundo año Escolástico principio el primero de Agosto bajo favorables auspicios. Especiosos y confortables cuartos fueron proveidos por la Junta de Educacion de la Ciudad en el edificio del Assembly Hall, en la esquina de las calles de Post y Kearny. El número de estudiantes se ha aumentado á cincuenta, y se han hecho un gran número de aplicaciones para admision en Enero siguiente. Cuatro clases modelos conteniendo dos cientos niños, estan agregadas á la Escuela, bajo la superintendencia de la Señorita Clark y la Señorita Sullivan. Los miembros de las clases adelantadas de la Escuela Normal estan requeridos de hacerse cargo á su turno de las clases modelos, dos dias á la vez, bajo la direccion general de los regulares Maestros.

Asi es que se facilita la oportunidad de hacerse familiar con el arte de la enseñanza. Es la intencion de la Junta en Enero siguiente, formar una clase adelantada de aquellos miembros ya dedicados á la enseñanza, pero que deséen un curso temporario de seis meses con el objeto de mejorarse en los prácticos detalles de la sala de Escuelas.

El cuerpo de Maestros empleados actualmente es como sigue :

Ahira Holmes.....	Principal.
H. P. Carlton.....	Maestro Asistente.
Srta. H. M. Clark.....	Escuela Modelo.
Srta. Sullivan.....	Escuela Modelo.

Durante el año indudablemente será necesario emplear un Maestro Adicional, y la asignacion de seis mil pesos (\$6,000) será apenas suficiente para mantener la Escuela en buen estado durante el año. En vista del anticipado aumento de gastos, la suma mas baja con la cual puede continuarse la Escuela durante el décimo sexto año emergente está estimada por la Junta en ocho mil pesos (\$8,000,) y se solicita á la Legislatura de asignar esa suma para el sosten de la Escuela Normal del Estado. Los Sindicos han reducido los gastos de la Escuela á una base muy económica; mas no creen conveniente reducir los salarios de los Maestros á la bagatela que es característica en tantas partes del Estado: Cuando no puedan pagar á los Maestros un salario respetable cerrarán la Escuela.

Hasta la época el buen éxito de la Escuela Normal ha excedido las esperanzas de sus amigos. Es una necesidad para el Estado, la opinion pública demanda que sea sostenida como una parte del sistema de Escuelas Públicas, y los Sindicos piden á los miembros de la Legislatura de tener presente que los medios mas seguros de elevar la norma de nuestras Escuelas Comunes será el fomentar una institucion que proporcione Maestros quienes comprendiendo las responsabilidades, y estando intruidos en el arte de la enseñanza, harán que nuestras Escuelas Públicas sean las mejores Escuelas en el Estado.

GEORGE TAIT, Secretario.

LELAND STANFORD, Gobernador,
 J. F. HOUGATON, Agrimensor-General,
 JOHN SWETT, Sup. de Instruccion Púb.,
 GEORGE TAIT, Superintendente de S. F.,
 G. TAYLOR, Sup. de Sacramento,
 Junta de Sind's de la Esc'a Normal del Est'o.

Diciembre 1, de 1868.

I N F O R M E

DEL

Principal de la Escuela Normal del Estado.



INFORME.

A la Honorable Junta de Sindicos de la Escuela Normal del Estado :

SEÑORES:—Al someter este, el primer informe anual de la condicion y prospectos de la Escuela Normal del Estado, el infrascrito espera que será dispensado por presentar hechos y estadísticas con las cuales vuestra Junta ya estan familiares, como tambien de encomendar algunas sugerencias relativas á la reorganizacion y futuro manejo de la institucion.

Con el objeto de que sea facil y conveniente la referencia, presentaré el asunto bajo los siguientes encabezamientos, á saber :

I.

Escuela Normal—su historia y prospectos.

II.

Curso de estudios y ejercicios en la Escuela.

III.

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El Departamento Modelo, ó Escuela de Práctica, y sus relaciones con el Departamento Normal.

I.

HISTORIA Y PROSPECTOS DE LA ESCUELA.

La Escuela Normal fue organizada el veinte y tres de Julio del último año, de conformidad con una Ley de la Legislatura, aprobada en Mayo del mismo año. Por una disposicion de esta Ley, la suma de tres mil pesos (\$3,000) fue asignada para el sosten de la Escuela durante un término de cinco meses.

Aunque se dio aviso de la apertura de la Escuela en los periodicos algunas semanas antes del principio de la sesion, pero solamente se recibieron dos solicitudes para admision antes del dia fijado para el exámen de solicitantes, y uno de estos no se presentó con el objeto de pasar por el orden determinado. Sin embargo, el dia fijado para el exámen, cinco otros asistieron. Estos antiguos aplicantes fueron todos admitidos, aunque algunos de ellos no pudieron pasar por la prueba de eligibilidad para poder ser miembro segun la regla establecida por vuestra Junta, mas se encontraban deficientes respecto al conocimiento de los mas simples rudimentos de los comunes ramos Ingleses. No obstante, todos fueron admitidos, para prueba, de conformidad con el consentimiento del Superintendente, y todos retuvieron su coneccion con la Escuela hasta que concluyese el término.

Al abrirse los ejercicios, el Honorable A. J. Moulder, Superintendente de Instruccion Pública, y el Doctor Taylor de la Junta de Sindicos, estuvieron presentes é hicieron á la clase observaciones muy propias respecto á los designios y objetos de la institucion, y sus deberes y responsabilidades como púpi-los de la primera Escuela Normal establecida en California.

En esta manera quieta y sin ostentacion, y bajo los auspicios menos favorables se organizó la Escuela Normal del Estado.

Durante el primer mes de la sesion se agregaron á la clase diez ó doce otros miembros, y antes que finalizase el término, en el mes de Diciembre siguiente, la clase habia aumentado á mas de treinta.

Un exámen público de la clase, dirigido por el Superintendente y el Principal, fue celebrado el veinte y uno de Diciembre, pero no se espidieron diplómas ó certificados de graduacion á ninguno de los miembros, pues ninguno habia completado el curso prescripto de estudios.

Aunque las disposiciones de la ley en virtud de la cual se establecio la Escuela, solo contemplaban una sesion de la Escuela de cinco meses de duracion, durante el año, se creyó expediente por la Comision Ejecutiva de vuestra Junta que se volviese á abrir la Escuela despues de una corta vacacion pues habia un balance sin gastar de la asignacion hecha, suficiente para su sosten para cerca de dos meses. De conformidad se abrio la Escuela el doce del mes de Enero siguiente, con cerca de treinta púpi-los, veinte de los cuales habian asistido el término anterior.

Un número considerable de los que asistieron en la primera sesion se dedicaron á enseñar despues de haber dejado la Escuela, y no volvieron; otros estuvieron impedidos de asistir por otras circunstancias, y uno fue despedido por haber faltado.

Como se creyó probable que la Legislatura, entonces en sesion, haria una pequeña asignacion para cubrir la faltas de las finanzas que pudiesen ocurrir á causa de tener la Escuela abierta despues de haberse asignado los tres mil pesos, (\$3,000,) en la sesion anterior, se consideró conveniente continuar la sesion por unas cuantas semanas mas que el tiempo fijado al tiempo de volverse á abrir, y de conformidad con la instruccion y con-

sentimiento del Superintendente del Estado, se continuó la sesion hasta el catorce de Mayo—cuatro meses desde que se principio. Durante el término hubieron cuarenta y un púpiios en la clase—cinco varones, y treinta y seis mugeres.

Durante los cuatro últimos dias de la sesion tuvo lugar un exámen de la clase. La examinacion oral fue dirigida por el Superintendente de Instruccion Pública, asistido por el Profesor Swezey, Doctor H. Gibbons, y el Principal. Este tiempo fue principalmente dedicado en un exámen de los pupiios en geografía física, fisiología, aritmetica, grámatica, retórica, álgebra, geometría, ortografía, y métodos de enseñanza, por medio de preguntas impresas, á las cuales los púpiios tenian que contestar por escrito. Un tiempo limitado (de una hora á dos horas y media) fue concedido á la clase para preparar sus contestaciones á cada una de las preguntas, y el término medio de norma fue fijado en setenta por ciento.

Los solicitantes de diplómas fueron tambien examinados por la Comision con especial referencia á su capacidad para dirigir los ejercicios de la clase, siendo requeridos de enseñar en su presencia en el Departamento Modelo.

Despues de un cuidadoso exámen de los manuscritos de los púpiios, fue decidido por la Comision Examinadora que solo cuatro de los aplicantes tenian derecho á certificados de graduacion. Los nombres de estos, junto con las copias de las preguntas hechas á la clase, se encontrarán anexas á este informe.

Una mayoria muy grande de los que entraron á la Escuela durante la sesion, se ha encontrado excesivamente deficiente en el conocimiento de los ramos elementarios del estudio que comunmente se enseñan en nuestras Escuelas Primarias y de Grámatica, y todos han requerido especial instruccion y práctica en los rudimentos de los ramos comunes Ingleses. Muchos no habian por largo tiempo asistido á ninguna Escuela, y estaban muy deficientes respecto á la vivacidad mental y disciplina tan necesaria que posea el estudiante de la Escuela Normal. Varios fueron despedidos durante el término, á consecuencia de su falta de aplicacion, y por otras faltas, y su consiguiente incapacidad para mantener un puesto respetable en sus clases. Cuatro ó cinco señoritas fueron admitidas á prueba, (con el consentimiento de la Comision Ejecutiva,) de las cuales solo dos se encontraron capaces, despues de dos ó tres meses de prueba, para seguir el curso con ventaja á ellas mismas, ó crédito á la Escuela.

Los siguientes condados han sido representados en la institucion durante la sesion, á saber :

Contra Costa ;
San Francisco ;
Nevada ;
Sacramento ;
Marin ;
Santa Clara ;

Solano ;
Alameda ;
San Joaquin ;
Yuba ;
Napa ;
El Dorado.

Siento mucho que tan pocos de los condados minerales y de agricultura del Estado se hayan determinado á aprovecharse de las ventajas que la Escuela proporciona, y mas particularmente, que los que han entrado se hayan encontrado tan deficientes respecto á la instruccion escolástica y disciplina mental. Como los objetos que la Escuela procura conseguir principian á comprenderse mas generalmente, sin embargo, es probable que este último obstáculo para su buen éxito en proporcionar

en toda su extencion los designios de su establecimiento será gradualmente removido.

Pero lo antedicho no exhibe la verdadera proporcion de la asistencia de los varios condados, pues un considerable número de los que asistieron de San Francisco deben considerarse como residentes de otras secciones del Estado, pues sus padres residen, en los "distritos del campo," y solo permanecen temporalmente en esta ciudad con sus amigos ó parientes, con el objeto de aprovecharse de los privilegios que la Escuela proporciona. Se presume que cerca de la mitad de los estudiantes que han asistido son *bona fide* residentes de otros condados. Es además probable, que una gran proporcion de los futuros miembros de la institucion asistirian de esta ciudad, cualquiera que sea el lugar que la Legislatura en adelante fijase para su permanente colocacion.

Ya se ha recibido un considerable número de solicitudes para admision á la institucion durante el siguiente termino, y entre estos me es agradable haber notado un número mayor de los que han tenido experiencia en la enseñanza que los que se han presentado anteriormente.

El número total de púpihos que han asistido durante los nueve meses que duró la sesion es cuarenta y nueve, mientras que el término medio de asistencia diaria fue solo cerca de veinte y cinco. Este término medio de asistencia diaria tan excesivamente baja, en gran parte, esá consecuencia que una gran proporcion de los miembros entraron despues de la apertura de la sesion; pero algunos de los púpihos que residen en la ciudad han sido habitualmente irregular en su asistencia.

Uno de los mas prominentes impedimentos á que me he visto sujeto al dirigir la Escuela ha sido por falta de una conveniente y comfortable sala de Escuela en que celebrar las sesiones.

Durante los primeros tres meses de la sesion la Junta de Educacion de la Ciudad asignó para uso de la Escuela un pequeño cuarto para la clase en el piso bajo del edificio de la Escuela de Alto Grado, pero en Noviembre, como se consideró expediente organizar un Departamento Modelo, y como allí no habia cuarto conveniente que pudiese obtenerse para el último, ya sea en el edificio ocupado por la Escuela Normal ó en la vecindad, fue necesario mudar la Escuela á alguna localidad donde se pudiesen obtener comodidades para todos los departamentos en el mismo edificio.

No se pueden encontrar cuartos bien adaptados á las necesidades de la Escuela, pero como último recurso finalmente se decidio alquilar para su uso los que habia continuado ocupando hasta el fin de la sesion. Esta casa en todos respectos no era conveniente para el uso de la Escuela Normal.

II.

CURSO DE ESTUDIOS Y EJERCICIOS DE LA ESCUELA.

Los siguientes ramos han sido enseñados en la Escuela durante el año, á saber: Aritmetica Práctica y Mental, geografia física y descriptiva, gramática Inglesa y analisis, rétorica, composicion, lectura, escritura, algébrá, geometría plana, fisiologia, filosofia natural, música vocal, gimnastica, y la teoría y práctica de enseñanza. Durante la ultima parte de la sesion, el Doctor H. Gibbons pronuncio varios discursos á la clase sobre el asunto de botánica, habiendose el gratuitamente ofrecido á dar instruccion sobre esta ciencia.

La directa instruccion sobre la ciencia ó métodos de enseñanza que ha sido dada á la clase, principalmente ha sido de una naturaleza incidental,

y en coneccion con las clases corrientes de ejercicios ó recitaciones, y solo unos cuantos de los púpi los se han proporcionado libros sobre esta materia. Pero los púpi los mas adelantados han sido requeridos de dirigir la clase de ejercicios en el Departamento Modelo bajo la supervision de uno de los Maestros, y lo mismo ha sido hecho en la Escuela Normal en cada oportunidad favorable. Ademas, me he aprovechado de todos los medios á mi alcance para impresionar en las mentes de los que estan bajo mi cuidado é instruccion una idéa de la gran responsabilidad que han contraido al unirse á la Escuela como candidatos para la profesion de Maestros, y la importancia de la obra que han declarado su intencion de proseguir. Tambien he dirigido todos los ejercicios de la Escuela con especial referencia al cultivo de la facultad de expresion verbal de los púpi los, y tambien me he aprovechado de toda oportunidad para llamar la atencion de las clases que considero los mejores métodos de enseñar los varios ramos, y los medios que se deben adoptar para desarrollar y robustecer las facultades del joven púpilo. Críticas, y un cambio genoral de opinion, de parte de todos los púpi los de la clase, tanto en relacion á los principios de las varias materias ó ciencias que se han enseñado, ó los metodos que se observan al presentarlas, en todo tiempo han sido fomentados, y seles ha requerido de hacer uso de frecuentes ilustraciones en la pizarra elucidando los principios ó materias comprendidas en las lecciones dadas á ellos.

Mientras que una gran porcion de cada sesion diaria ha sido dedicada en impartir especial instruccion en las varias ciencias enumeradas, la importancia de la instruccion física, como un ramo de la educacion de Escuelas Comunales, no ha sido descuidada ó disminuida. Durante la ultima sesion, los miembros de la Escuela han tenido ejercicios regulares de gimnástica, bajo la instruccion de Madame Parrot, graduada del Dr. Dio Lewis en el Instituto Normal en Boston, y todos los miembros de la Escuela han estado sujetos á una sistemática instruccion física, adoptando tales ejercicios segun estan prescritos por las mejores autoridades sobre esta materia. El aparato que ha sido empleado en dirigir estos ejercicios consisten de pesos de madera, varas, argollas, y pequeños sacos conteniendo frejoles ó grano, por cuyo medio una variedad de pruebas y ejercicios han sido introducidos, calculados para facilitar diversion para los púpi los, despertando la competencia entre los ejercitadores, como tambien para desarrollar los músculos, robustecer lo *físico* y aumentar el vigor mental. Este sistema de cultura física es, segun creo, bien adaptado á las necesidades de nuestras Escuelas Comunales, y espero verlo generalmente introducido por todo el Estado. Al principio tuve gran dificultad en introducir estos ejercicios, pues muy pocos de los púpi los parecia tomarse muy poco interes en ellos, ó aun apreciar las ventajas de algun sistema de cultura física en la sala de Escuela. Sin embargo se ha despertado desde entonces un comendable grado de interes, y los miembros recientemente, no solo se han ocupado de los ejercicios sin ninguna repugnancia, pero en la mayor parte de casos han manifestado muchisimo gusto por ellos.

Un sistema de asignar "creditos" á los miembros de la clase, al fin de cada ejercicio, en ambos de los Departamentos Normal y Modelo, ha sido regularmente adoptado, y ha producido favorables resultados, incitando á los púpi los á la aplicacion y á acostumbrarlos á ser atentos y observadores. Es un hecho digno de notarse, que el carácter relativo de los estudiantes, segun está exhibido por el total número de créditos que cada uno obtuvo durante la sesion, generalmente coincidido con el relativo tanto

por ciento de créditos que respectivamente recibieron en sus manuscritos de exámen al fin del término.

III.

ASISTENCIA.

La asistencia de los púpi los ha sido algo irregular durante la sesion. Esta clase de faltas he hecho grandes esfuerzos para evitarlas, y en parte lo he conseguido, aunque siempre ha continuado existiendo, y ha probado decididamente detrimental al progreso de los púpi los y al bienestar general de la Escuela.

Pero al comentar sobre los varios impedimentos y obstáculos que se han puesto de por medio al dirigir la Escuela, comprendo bien que no ha estado en el poder de vuestra Junta, facilitar todos los útiles y conveniencias para el mas perfecto establecimiento y mejor manejo de la institucion, pues solo un fondo excesivamente limitado fue colocado en vuestro poder por la Legislatura del Estado—una suma apenas suficiente para continuar la Escuela por cerca de la mitad del año.

Aunque me hubiese proporcionado sumo placer haber podido presentar á vuestra honorable Junta un informe de la Escuela mas lisonjero y animador, al fin de éste el primer año de su existencia, tanto con respecto al número de solicitantes para ser admitidos, y el interes que se ha manifestado en su bienestar, estoy preparado para decir que en este respecto mis anticipaciones han sido completamente realizadas. Entré á desempeñar los deberes del cargo que me fue asignado con alguna desconfianza, y en vista de los imperfectos arreglos que se habian hecho para que con buen éxito fuese abierta, consideré problématico el buen éxito de la Escuela respecto á los designios para los que fue establecida, y aun que continuase por largo tiempo establecida. Frecuentemente se me hizo observar por aquellos que tanto deseaban que se estableciese en el Estado una Escuela para la especial educacion é instruccion de Maestros, que era probable que muy pocos entrasen á la Escuela durante la primera sesion, y que mi clase probablemente, á lo mas, contendría una docena durante el año. Pero sí el número de estudiantes que asisten á la Escuela vá á ser considerado la medida de su prosperidad, entonces el experimento, segun ha sido probado, puede considerarse bastante satisfactorio, pues hubieron cincuenta púpi los en asistencia durante la sesion—mayor número por cierto del que nunca me atrevi á esperar que entrase á la Escuela tan pronto despues de su organizacion.

Sin embargo, temo que el trabajo de organizar una Escuela Normal en este Estado, y de establecerla bajo una base permanente, cause mayores dificultades, y se encuentren con mas formidables obstaculos, que los que han tenido lugar en casi todos los otros Estados donde se han establecido iguales instituciones. Aunque hay muchos, tanto hombres como mugeres que desean enseñar por un tiempo limitado, y llevan á obtener puestos como un paso dado para un empléo mas lucrativo, y aunque muchos de esta clase de nuestros Maestros son incompetentes tanto respecto á educacion y experiencia para hacerse cargo de las Escuelas, no estan dispuestos para emplear un año, ó aun un tiempo mas corto, en prepararse para la obra que desean desempeñar. Esto es especialmente el caso con los jovenes que temporalmente se han empleado como Maestros.

Yo he conversado con muchos Maestros, y tenido correspondencia con otros, que han contemplado entrar á la Escuela, pero que subsecuente-

mente se han decidido no hacerlo por el presente, pues pensaban que no podrian disponer del tiempo y dinero al que estarían obligados á estar sujetos atendiendo al curso. Otros con gusto asistirían si el Estado hubiese proveido con que pagar sus cuentas de comida mientras que fuesen miembros de la institucion, otros han hecho ver su intencion de unirse á la Escuela en algun dia venidero, cuando su eficiencia correspondiente á los fines de su establecimiento haya sido mas completamente probada, y cuando se hayan hecho mas extensas provisiones para su permanente organizacion y sosten.

El insaciable deseo de invertir en "pies de minas," y acumular el oro de nuestros placeres, y el inquieto, é incierto espiritu tan característico de los jovenes, y en gran parte de las mugeres jovenes del Estado, militan en no pequeño grado contra el buen éxito de la Escuela Normal.

Al fin de la última sesion, el Superintendente de Instruccion Pública del Estado, anuncio por medio de una circular que en la siguiente sesion se formaría en la Escuela una clase adelantada, consistiendo de aquellos que estaban ya familiares con los principios de los varios ramos enseñados en la Escuela, que intentasen enseñar en las Escuelas Públicas del Estado, y que requiriesen especial instruccion en la teoría y práctica de la enseñanza,

En las Escuelas Normales de los Estados del Este se encuentran muchos Maestros de experiencia graduados de Seminarios y Colegios, y otros que poséen un buen conocimiento de los comunes y altos ramos Ingleses, que entran á estas instituciones solamente con el objeto de adquirir un conocimiento de los métodos de impartir instruccion, ó de aprender el modo de enseñar.

Patentemente se vé una deficiencia de espiritu verdaderamente profesional que existe entre una gran clase de los Maestros del Estado—semejante espiritu es absolutamente esencial para el completo desarrollo de un sólido y permanente sistema de Escuelas Libres, y el cual es necesario con el objeto de que el sentimiento público pueda completamente revolucionarse en favor de una mayor liberalidad de parte del Gobierno del Estado, en hacer suficientes asignaciones para el sosten de las Libres Escuelas Públicas por todo el Estado. Digo Libres Escuelas Públicas, por que no tenemos ningun sistema de Escuelas Libres por todo el Estado. Afuera de las ciudades y villas grandes, los padres de familia estan obligados á mandar á sus hijos afuera para ser educados, ó se ven obligados á pagar cuentas de prorateo para el sosten de una Escuela de Distrito de tres á siete meses en el año. Los Maestros competentes y entusiastas pueden hacer mucho trabajando con eficacia en la sala de la Escuela, como tambien por medio de un directo esfuerzo personal durante sus horas desocupadas, incitando á los residentes de sus respectivos distritos para edificar mejores casas de Escuelas, y de otra manera aumentar sus facilidades para sostener buenas Escuelas en el Estado.

Muchos de nuestros Maestros, especialmente aquellos de las secciones del Estado pobladas diseminadamente, no son Maestros profesionales; esto es decir, no poséen un completo conocimiento ni de aun los rudimentos de los ramos del conocimiento que intentan enseñar, y saben muy poco ó nada de las leyes del desarrollo mental, y el órden racional por el cual deben ejercitarse las varias facultades del niño. Ademas ellos no tienen amor por la obra á que estan dedicados por el tiempo, pues solo se dedican á enseñar como un medio de ganar temporalmente su modo de vivir, y de consiguiente constantemente estan alertas para algo que "se presente," de lo cual puedan obtener un empléo mas en consonancia con sus gustos y costumbres de vivir, y para lo cual su educacion es mejor

adaptada. Sin embargo, bien conozco que algunos de los que estan dedicados á enseñar en nuestras Escuelas Públicas, y que han sido obligados á tomar esa ocupacion por la fuerza de las circunstancias, mas no intentan seguirla durante la vida, son instructores competentes y fielmente desempeñan sus deberes; pero estos son solo excepciones entre la clase que denomino Maestros sin profesion. Tambien hay entre nosotros muchos fieles y capaces instructores, que no han recibido una educacion profesional en ninguna institucion especialmente dedicados á la instruccion y práctica de Maestros; pero se han hecho eficientes educadores de los jovenes por medio de años de experiencia, observacion, cuidadoso estudio, y un incesante y fiel desempeño de los deberes de la sala de la Escuela. Debemos tener mas de esta clase de trabajadores en nuestras Escuelas rudimentarias.

Parece que la idéa prevalece en algunas secciones de nuestro Estado, que casi cualquiera es calificado para asumir el cargo de una Escuela Primaria y Mixta, y de consiguiente, en muchos casos encontramos que aquellos son amenudo empleados que trabajan por el salario mas bajo, sin tenerse en consideracion las calificaciones del solicitante. Requiere tanto y quizas mas habilidad ó tacto para enseñar con buen éxito en una Escuela Primaria que el que es necesario para una Escuela de alto grado. En algunas de nuestras ciudades del Este este hecho está completamente reconocido por el Superintendente y Sindicos, y las Maestras que obtienen nombramientos en las Escuelas de grado mas bajo reciben salarios mas altos que los que desempeñan iguales cargos en Escuelas Intermedias ó de Grámatica.

Yo he examinado tanto á los Maestros como á las Maestras que se presentaron para ser admitidos en la Escuela Normal durante el año pasado, quienes manifestaban haber estado dedicados á la enseñanza de uno á cinco años en el "interior," y que tenian en su poder certificados de calificaciones expedidos por las Juntas Examinadores de varios condados, que no fueron capaces de resolver ejemplos de las operaciones mas simples en fracciones, explicar uno en simple adiccion, ó escribir una sentencia gramatical. Un joven de dos años de experiencia en la enseñanza, no pudo hacer un solo ejemplo que se le presentó como prueba de su conocimiento de los rudimentos de aritmetica, y no pudo deletrear correctamente mas de una palabra en diez que le presenté sin escogerlas, aunque todas eran palabras muy comunes, y no de defícil ortografía.

Recientemente recibí una carta de un Superintendente de Condado, en la cual el escritor expresaba sentimiento porque su condado no estuviese representado en la Escuela Normal, y ademas manifestó, que á lo menos tres cuartas partes de los Maestros en el condado debian asistir á la institucion, y que si el pudiese inducirlos á que lo hiciesen asi, aunque fuese por un solo término, entonces se veria una gran mejora en las Escuelas de esa seccion, como un resultado de sus esfuerzos para mejorarse.

No hace mucho tiempo, que visitando un Distrito de Escuelas, cerca de veinte millas de la ciudad, viendo que un número de muchachos jugaban en la vecindad de una casa de Escuela, les pregunté porque no asistían á la Escuela. Entonces me dijeron que el Maestro estaba embriagado y se habia ido á su casa. Tambien me dijeron que acostumbraba embriagarse constantemente.

Los casos que he citado puede ser que sean casos excepcionales, pero á lo menos sirven, de ilustraciones del hecho, que los Sindicos de Escuelas en muchos casos no tienen suficiente cuidado al elegir los Maestros que ellos emplean para cultivar las facultades mentales y morales de los niños confiados á su cargo.

Mas como podrá remediarse este defecto? Que curso deberá tomarse de manera que á cada Distrito de Escuelas le sea facilitado un instructor que pueda realizar la magnitud de su obra y las responsabilidades é importancia de su mision?

En primer lugar, mucho puede hacerse para obtener el nombrado resultado, elevando la profesion del instructor, y asignandole aquel rango entre las otras profesiones de las letras cuya importancia merece é imperativamente lo demanda. Pero los buenos Maestros requieren una correspondiente compensacion por su trabajo, y para poder obtener sus servicios en todas las partes del Estado, deberia provéerse para mantener las Escuelas en sesion diez meses durante el año, é imponer contribuciones con el objeto de provéer fondos para construir confortables y cómodas casas de Escuelas y pagar salarios de "vida." Mucho puede conseguirse respecto al mejoramiento de nuestras Escuelas educando en la Escuela especialmente dedicada al objeto á centenares de Maestros verdaderos y entusiastas, quienes de año en año se encontrarían embuidos con el espiritu de verdaderos Maestros; los que estiman su profesion y desean hacer algunos sacrificios, para poder cumplir con la obra de que se encargan, y desempeñarla bien.

IV.

NECESIDAD DE SOSTENER UNA ESCUELA NORMAL Á COSTO DEL ESTADO.

Por largo tiempo ha sido una máxima del gobierno en todas las mas pobladas y leales comunidades de la Union, que todos los ciudadanos de un Estado deben ser educados por el Estado. Admitiendo ser esta una sabia política gubernamental, (y creo que pocos cuestionarán su practicabilidad,) parecería importante que no solo se provea lo suficiente para establecer el número necesario de Escuelas Libres y Comunales en cada seccion del Estado, sinó que deben provéerse medios á costo público, para asegurarse buenos Maestros y la verdadera clase de instruccion; pues los fondos públicos no solo absolutamente se malgastan colocando chambones y bisoños en un puesto tan responsable como el que es ocupado por el instructor de niños, pero grandisimo daño puede resultar de la habitual falta ó incompetencia de un solo Maestro.

Los mismos principios deberían reconocerse respecto á la vocacion de la enseñanza que generalmente se recibe y se actúa en todas las otras ocupaciones y profesiones.

Si deseamos herrar un caballo, no empleamos para hacer la obra á una persona que ni aun ha servido de aprendiz como albeyte; ó si se tiene que componer un relox, no se pone en manos de uno que no tiene experiencia de su mecanismo. Ademas, no ponemos en peligro las vidas y salud de nuestros niños, confiandolos, cuando estan enfermos al cuidado de un charlatan ignorante. Si un Medico no puede presentar un diplóma de la facultad de algun Colegio Médico, y todavia presume practicar la medicina, ciertamente que es considerado indigno del patrocinio público, y declarado por la fraternidad de Doctores como un ignorante ó empírico sin escrúpulos. Por otra parte nuestros niños son algunas veces colocados al cargo de tutores que saben tan poco de los ramos que pretenden enseñar, ó de las leyes del desarrollo mental, ó métodos de cultura mental ó moral, como los ineducados practicantes de medicina de los principios de anatomía, higiene, ó materia médica.

Como podrá remediarse este defecto? Colocando la profesion de los Maestros bajo la misma igualdad con las otras profesiones, ó asignandole

ese rango relativo entre las varias profesiones y vocaciones que su importancia demanda. En proporcion de lo que elevamos al Maestro y su profesion, mejoramos las Escuelas.

Es de la incumbencia peculiar de la Escuela Normal el inculcar propios principios y motivos de acciones en las mentes y corazones de los que estan colocados bajo su cuidado protector; crear un poder de accion al Maestro prospectivo; facilitar al estudiante poder realizar la influencia á que es llamado á ejercer, y que debe ejercer, mientras que se encuentra ocupado en disciplinar el intelecto sin cultivo.

Es, ó debe ser, un Instituto de Escuela Normal, en el cual los miembros puedan recibir propios impulsos, por medio de la asociacion y la instruccion de aquellos á quienes les está confiado, y dirigiendo todos sus esfuerzos á un solo fin, y donde gradualmente puedan imbuirse con el entusiasmo y espíritu del Maestro.

La historia de todas las instituciones que tienen por su solo objeto la educacion é instruccion de los que tengan intencion de entrar á los arduos y responsable trabajos de la enseñanza, donde han sido establecidos bajo una base permanente, claramente demuestran que sirven como los agregados de mas valor para un sólido sistema de Escuelas Libres, y que constituyen los auxiliares mas importantes para el buen éxito del desarrollo de ese sistema. Su eficiencia ha sido completamente probada en la mayor parte de los Estados de nuestra República, como tambien en Inglaterra, Francia, Prusia, y Chile. Aun Turquía, y la desleal Carolina del Sud, pueden vanagloriarse de tener dentro de sus respectivos límites un Seminario para Maestros.

Supongamos por un instante, que ciento de los que estan actualmente dedicados á la enseñanza en este Estado, y que intentan continuar la ocupacion por una serie de años, pero que son deficientes respecto á la suma de conocimiento, disciplina, y experiencia necesaria para facilitarles el ser útiles en sus varias esferas que de otra manera lo serian, ó como deberian estarlo, pudiesen ser inducidos el asistir á un buen Instituto Normal por solo un año; y si durante este tiempo dedicasen su exclusiva atencion á la ciencia y arte de la instruccion, y á tales ramos colaterales de enseñanza que mas particularmente pertenecen á los métodos de la enseñanza, junto con la práctica en el Departamento Experimental, bajo la supervision de un completo y competente Principal, ¿cuanto verdadero bien no resultaría de ello? Estos Maestros saldrian del Instituto con una facultad de hacer bien, cuyo influjo se sentiría mas allá de los límites de sus respectivas salas de Escuelas ó distritos, pues otros ocupados de la misma obra inevitablemente se les pegaría una mérida de su espíritu, y de este modo los beneficios resultados de su enseñanza de un año serian multiplicados y extendidos. Algunas veces he oido decir que la Academia y Alta Escuela poséen facilidades iguales si no superiores á las que son reclamadas por los Maestros del Seminario para impartir un conocimiento de las ciencias, y de consiguiente, el Instituto Normal es un agregado superfluo á nuestro sistema de Escuelas Públicas. La falacia de este argumento aparece en el hecho, que los Seminarios de Maestros no reclaman ninguna superioridad á ninguna de las otras instituciones de enseñanza. Su empléu es estrictamente profesional. La Escuela Normal es una institucion *sui generis* que tiene por objeto no tanto la mera cultura y disciplina de la mente del púpilo, ó solo impartir el conocimiento general, pues tiene la instruccion del estudiante en el conocimiento específico relativo á los medios y útiles que tienen que ponerse en ejercicio para instruir y educar á la juventud. Ciertó es que esta clase peculiar de conocimiento, puede ser en gran parte dado en la Escuela ó Colegio de

Alto Grado ; y en algunas instituciones en nuestro pais existe un departamento agregado al curso de la academia con este especial objeto de enseñar al estudiante el modo de enseñar. Sin embargo, siempre que este doble empléu ha sido intentado, se ha encontrado que la obra respectivamente asignada á los dos departamentos de instruccion puede desempeñarse mas completa y efectivamente separando á los púpi los en dos clases distintas bajo direccion separada. Si mi bello ideal de la Escuela de Maestros pudiese completamente realizarse, yo no dejaria que se admitiese á ningun púpilo como miembro de la clase que no estuviese bien adelantado en el conocimiento de todos los ramos enseñados en nuestras mejores Escuelas de Grámatica. Sin embargo bajo las presentes circunstancias, quizas no seria practicable levantar la norma de la admision, pues comparativamente muy pocos de los que poséen las necesarias calificaciones escolasticas para recibir certificados de Estado ó Condado, se les podría inducir á entrar á la Escuela meramente con el objeto de que se aprovechen de su instruccion profesional.

V.

QUE ES LO QUE NECESITA LA ESCUELA PARA QUE SEA MAS EFICAZ.

Se recomienda que ningun púpilo sea permitido de entrar á la Escuela despues de la primera semana de cada sesion semi anual excepto en casos extraordinários, y que á ninguno se le permita salir, con el objeto de dedicarse á la enseñanza antes de que se concluya el término.

Creo que sería conveniente que una fórmula de diplóma para los futuros graduados fuese expedida por vuestra Junta tan pronto como se considere practicable. Los que se han graduado han recibido certificados donde se expresa que tienen derecho á recibir diplómas despues de haber sido litografiadas por órden de la Junta de Sindicos.

Desearia llamar la atencion de vuestra Junta á la necesidad de permanentemente fijar el periodo y número de Sesiones, de manera que el Principal pueda en tiempo anunciar la instalacion de la Escuela para el beneficio de aquellos que deséen asistir y que residen lejos de élla.

Al decidir con referencia á lo que deberá constituir un propio curso de estudios para la Escuela Normal del Estado de California, es necesario saber algo de lo que debe formar sus respectivos elementos, pues, como acontece en todos los otros Seminarios, el sistema de instruccion y *curriculum* de estudios seguidos deben ser reglamentados de conformidad con la proporcion de la capacidad mental y conocimientos escolasticos de los que entran como púpi los, como tambien con referencia á los objetos que la institucion procura conseguir. Si la prueba de elegibilidad de miembro que ha sido adoptada por vuestra Junta permanece como lo es actualmente, y los que hayan entrado durante la última sesion deben considerarse como pruebas de ser miembros futuros, será claramente necesario establecer un curso elementario, ó uno preparatorio al que justamente considerado mas estrictamente profesional en todo aquello que tenga relacion con sus objetos y resultados mas inmediatos. Por otra parte, si á la Escuela se le priva de todas sus distinguidas facetas de un curso puramente académico, debería elevarse la norma de admision, y principalmente la atencion del púpilo, si no es exclusivamente dirigida á los departamentos de enseñanza que directa ó indirectamente pertenecen á los procesos de instruccion, ó educacion en clase de arte.

Lo siguiente presenta una vista general de este adelantado curso :

Las ciencias que hacen relacion de la naturaleza de la mente y las leyes

que gobiernan su temprano desarrollo; las que tengan relacion con los sentimientos morales; las que tratan de la organizacion del sistema fisico junto con las funciones orgánicas y leyes de salubridad; y los medios y aplicaciones que deben observarse para cultivar y robustecer todas las facultades del niño. Ademas de estas, el púpilo debe ser completamente instruido en los métodos de organizar y clasificar las Escuelas, como tambien en el conocimiento de las leyes de Escuelas del Estado, y los detalles del manejo y disciplina de la Escuela.

No obstante, si se considerase conveniente admitir aquellos que son deficientes respecto á los ramos rudimentarios del conocimiento enseñado en nuestras Escuelas Primarias, Mixtas, y de Grámatica, deben ser completamente instruidos en estos ramos ya sea preparatorio ó en coneccion con el curso delineado. Ademas, parece que el graduado de la Escuela Normal debiese comprender los elementos, ó los principios mas adelantados de algebra, geometria, fisica, retórica, é historia natural; ¿pues quien puede entender y enseñar bien aritmética sin conocer algo de Matematicas? ó quien puede comprender todos los principios de la ciencia geográfica á menos que entienda astronomia? Aun el instructor de nuestras Escuelas de mas bajo grado puede ser mas útil en su esfera particular, si ademas del conocimiento de los ramos usualmente introducidos en este departamento, poseyese alguna informacion de las ciencias enumeradas.

Diez de los que han asistido á la Escuela durante el año (incluyendo los graduados) estan actualmente dedicados á la enseñanza, pero aquellos que no concluyeron el curso solo asistieron un corto tiempo, y no por esto debe hacerse responsable á la Escuela por su deficiencia, en caso que no satisfagan las esperanzas de aquellos que los emplean respecto á su método de instruccion.

No hace mucho tiempo que vi una carta que fue mandada por un Superintendente de Condado al Superintendente de Instruccion Pública, en la cual el autor hace alusion á la incapacidad de uno de los Maestros de su condado que habia atendido cerca de seis semanas á la Escuela Normal durante la última parte de la sesion del invierno, y quien entonces á consecuencia de embarazo pecuniario, fue obligado á buscar un empléo como Maestro.

Aunque este joven nunca habia enseñado antes, su falta de buen éxito fue al momento atribuida á un defecto en el sistema de instruccion en la Escuela Normal; pues el Superintendente añade, "Nuestra Escuela Normal debe ser mejor disciplinada."

No se puede esperar de que ninguna Escuela haga un milagro trasformando un "recluta novicio" en un buen instructor de niños y juvenes en seis semanas.

El Seminario de Maestros no reclama ningun poder sobrenatural. Se requiere un largo y cuidadoso ejercicio para hacer buenos soldados, y cualquiera suma de instruccion militar falta de hacer tropas eficientes tales como las que les falta natural energia y verdadero patriotismo.

En casos comunes seria necesario dos años para acabar el curso de estudios, y ninguno debe entrar á la Escuela á menos que pueda atender á ella á lo menos durante dos términos consecutivos.

Mas el buen éxito de la Escuela en llevar á efecto los objetos por los cuales fue instituida, no depende tanto en el número como en el caracter de sus estudiantes, y bajo las mas favorables circunstancias se requiere tener mucha paciencia y un arduo trabajo por aquellos á cuyo cargo se confian estos Maestros prospectivos, antes que los buenos resultados se *manifiesten* por todo el Estado.

Solo tales y tales pupilos deberian admitirse en la Escuela que esten decididos á enseñar, ó que hayan ya tenido experiencia en la enseñanza, y deséen graduarse. Necesitamos estudiantes que posean buena habilidad natural, una solida organizacion fisica, y mentes bien cultivadas. El Maestro de la Escuela Normal no se le debe requerir de emplear el tiempo dedicado á los ejercicios de la Escuela en infundir el espíritu de la vida intelectual en los miembros de su clase, incitandolos á la aplicacion, y adiestrandolos ó instruyendolos en los rudimentos de la ciencia. Si es obligado á hacer esto, tendrá muy poca oportunidad para desempeñar la légitima obra de la institucion.

VI.

EL DEPARTAMENTO MÓDELO, ó LA ESCUELA DE PRÁCTICA.

Esta Escuela fue establecida el dia veinte y siete de Octubre. Al principio solo se organizó una clase, la que enteramente consistia de muchachas, como de seis años de edad, las que se pusieren al cargo de una maestra de experiencia. Las pupilas de esta clase la mayor parte fueron tomadas de las varias Públicas Escuelas Primarias de la ciudad. El veinte y cuatro de Noviembre se establecio un Departamento Principal, compuesto exclusivamente de muchachas de catorce á diez y seis años de edad. Para esta clase se empleó un Maestro Adicional, y su salario le es pagado del Fondo de la Escuela Normal.

El término medio de asistencia diaria en el Departamento Principal ha sido cerca de treinta, y en el Primario cincuenta y tres.

Durante cuatro dias en la semana los pupilos de la Clase Normal han dirigido los ejercicios de la Escuela Módelo bajo la supervision de uno de los Maestros.

No puedo encontrar palabras con que encomendar el sistema de instruccion observado por los Maestros de este departamento, y su capacidad peculiar para los cargos que respectivamente se les ha confiado, ó el incesante anhelo con que han desempeñado los deberes de su incumbencia.

Muy respetuosamente,

AHIRA HOLMES,
Principal de la Escuela Normal del Estado.



Reglamentos y Curso de Estudios

DE LA

ESCUELA NORMAL DEL ESTADO DE CALIFORNIA.



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Escuela Normal del Estado de California.

JUNTA DE SINDICOS.

F. F. LOW.....Gobernador del Estado, y ex officio Presidente de la Junta.
J. F. HOUGHTON.....Agrimensor-General.
JOHN SWETT.....Superintendente de Instruccion Pública.
GEORGE TAIT..Superintendente de las Escuelas Públicas, San Francisco.
REV. WM. H. HILL.....Superintendente de las Escuelas Públicas, Sacramento.

COMISION EJECUTIVA.

GEORGE TAIT, JOHN SWETT, REV. WM. H. HILL.

SECRETARIO Y TESORERO.

JOHN SWETT.

OFICINA—*Esquina sudeste de las Calles Montgomery y Jackson.*

MAESTROS.

AHIRA HOLMESPrincipal.
H. P. CARLTONMaestro de las Ciencias Naturales.

ESCUELA DE PREPARACION.

Miss H. M. CLARK, Miss SULLIVAN.



REGLAMENTOS.

I.

Todos los púpi los al entrar á la Escuela tendran que firmar la siguiente declaracion :

“ Nosotros, los infrascritos, por la presente declaramos que es nuestro objeto al entrar á la Escuela Normal del Estado, habilitarnos para la profesion de la Ensenanza, y que es nuestra intencion dedicarnos á la ensenanza en las Escuelas Públicas de este Estado.”

II.

Los candidatos varones para que puedan ser admitidos deberán tener diez y ocho años de edad ; y las mugeres á lo menos quince años de edad ; y todos deben poséer un buen grado de salud y vigor físico.

III.

Los exámenes de candidatos que deséen ser admitidos se celebrarán durante la semana de la apertura de cada término, y de tal forma y manera segun fuesen prescritos por la Comision Ejecutiva de la Junta de Sindicos y el Principal ; y el candidato de esa manera examinado será admitido á las clases á que tuviese derecho por sus calificaciones.

IV.

El Principal de la Escuela estará autorizado, bajo la direccion de la Comision Ejecutiva, para examinar y admitir á los aplicantes en cualquier tiempo durante el término, cuando apareciese que tales candidatos no se pudiesen presentar á la apertura del término.

V.

La Comision Ejecutiva tendrá pleno poder para promover á los púpi los en cualquier tiempo durante el término, á clases mas altas, bajo la reco-

mendacion de los Maestros de que dichos púiplos han ganado la promocion por un rápido adelanto en el curso del estudio.

VI.

La Junta de Sindicos celebrará un examen semi-anual de la clase principal al fin de cada término ; y se adjudicarán diplómas á tales miembros de la clase que se encuentren con derecho á recibirlas.

VII.

Cada Maestro en la Escuela llevará un registro de clase de recitaciones, y al fin de cada mes dará informe del grado y posicion de cada miembro de la clase al Secretario de la Junta de Sindicos de la Escuela Normal.

VIII.

El Principal de la Escuela llevará un registro de la asistencia de los pupilos, y dará informe mensualmente al Secretario de la Junta del número total registrado, el respectivo número proporcional, el término medio de asistencia diaria, y el tanto por ciento de asistencia diaria.

IX.

El Principal de la Escuela tendrá facultad para suspender temporalmente á cualquier púpilo, é inmediatamente dará informe de dicha suspension, junto con su causa respectiva al Secretario de la Junta.

X.

Irregularidad de asistencia, sin excusa razonable, inatencion á las reglas y reglamentos de la Escuela, ó continuada imperfeccion en las recitaciones, constituirá causa suficiente para que el Principal dé la Escuela pueda suspender á cualquier púpilo.

XI.

Será del deber del Principal nombar á los miembros de la Clase Principal, en orden alfabético, para tomar el cargo de las clases de la Escuela Módelo, y llevar un registro de la manera en que cada dicho púpilo Maestro desempeña sus deberes.

XII.

Todos los miembros de la Clase Principal seran requeridos de tomar á su cargo las Clases Módelos, bajo la direccion del Principal, por el término de una semana, siempre que fuesen nombrados con ese objeto ; y será de su deber estar puntualmente presentes á la apertura de la Escuela, para fielmente desempeñar, segun su mejor conocimiento, todos los deberes que como Maestros les son impuestos, y al fin de la semana formar y presentar al Principal una relacion de los diarios ejercicios de las clases durante el tiempo que han estado bajo su instruccion, y un informe general de su estado y progreso.

XIII.

Ningun púpilo tendrá derecho á recibir diplóma no habiendo sido miembro de la Escuela á lo menos durante un término de cinco meses; pero certificados de asistencia, manifestando el carácter y posicion seran dados á todos los que siguen un curso de estudio no graduado ó temporario.

XIV.

La Escuela Normal será dividida en tres clases; Sub-Menor, Menor, y Mayor; y el curso de estudio por el término de cinco meses, finalizando en Junio primero de mil ocho cientos sesenta y cuatro será como sigue:

CURSO DE ESTUDIO.

CLASE SUB-MENOR.

Arítmetica—Eaton Escuela Comunal; Mental.
Gramática—Quackenbos.
Geografía—Warren Escuela Comunal y Física; Mapas de Cornell; Mapa de California; Delinacion de Mapas.
Historia de los Estados Unidos—Quackenbos.
Escritura—Sistema de Burgess.
Dibujo—Sistema de Burgess.
Lectura—Cuarto Lector de Wilson.
Deletréo.
Ejerciceos Orales—Cartas de Wilson.
Elocucion—Análisis de Sonidos elementarios.
Pizarron—Escritura y Dibujo.
Musica Vocal.
Ejercicios Gimnásticos de Escuela.
Instruccion Elementaria—Sheldon.

CLASE MENOR.

Aritmética—Eaton's Higher.
Algebra—Elementario de Davies.
Gramática—Quackenbos.
Geografía—Física de Warren; Mapas de Guyott
Historia de los Estados Unidos—Quackenbos.
Botánica—Gray's
Fisiologia—Hooker's.
Lectura—Quinto Lector de Wilson.
Definiciones y Deletréo.
Composicion Inglesa.
Ejercicios de Elocucion—Russell's.
Instruccion Elementaria—Sheldon's.
Música Vocal.
Ejercicios Gimnásticos de Escuela.

CLASE MAYOR.

Aritmética—Eaton's Higher.
Algebra—Elementaria de Davies.
Geometría.
Gramática—Quackenbos'.
Retórica—Quackenbos'.
Geología—Hitchcock's.
Filosofía Natural—Quackenbos'.
Historia—Compendio de Worcester.
Fisiología—Hooker's.
Botánica—Gray's.
Geografía Física—La Tierra y el Hombre por Guyot's.
Teneduría de Libros.
Lecturas Selectas.
Arte de Enseñanza—Práctica Normal de Russell; Cultura Vocal de Russell; Instrucción Elementaria de Sheldon; Teoría y Práctica de Page.
Constitución de los Estados Unidos.
Ley de Escuela de California.
Uso de Registros, Fórmulas, Muestras, é Informes.
Música Vocal.
Ejercicios Gimnásticos de Escuela.

LISTA DE LIBROS AUTORIZADOS.

Aritmética—Serie de Eaton.
Algebra—Davies'.
Fisiología—Hooker's.
Filosofía Natural—Quackenbos'.
Geología—Hitchcock's.
Botánica—Gray's.
Historia de los Estados Unidos—Quackenbos'.
Historia General—Compendio de Worcester.
Elocución—Cultura Vocal de Russell.
Lectores—Serie de Willson; Cartas de Willson.
Geografía—Warren's; Mapas de Guyot.
Gramática—Quackenbos'.
Rétorica—Quackenbos'.
Arte de Enseñanza—Práctica Normal de Russell; Cultura Vocal de Russell; Instrucción Elementaria de Sheldon; Teoría y Práctica de Page.
Escritura—Sistema de Burgess.
Dibujo—Sistema de Burgess.
Mapas—Cornell's.
Mapa de la Costa del Pacífico—Bancroft's.

OBSERVACIONES GENERALES.

El objeto de la Escuela Normal del Estado de California es provéeer para las Escuelas Pùblica del Estado una clase de Maestros profesionales y prácticos. El curso del estudio segun adoptado para la Escuela en su presente estado de adelanto, parece muy sencillo y sin pretenciones, comparado con las mas pretenciosas listas de ciencias é idiomas que se estudian en varias instituciones particulares; mas debe tenerse en consideracion que el objeto de la Escuela Normal es enseñar completamente lo que toma á su cargo el enseñar, y que su intento es habilitar Maestros para los verdaderos deberes de nuestras salas de Escuelas Pùblicas, mas bien que el graduar puros discipulos literarios.

El edificio de la Escuela Normal está situado en la Ciudad de San Francisco, en la esquina noroeste de las calles Kearny y Post, casi en frente del Dashaway Hall. El Tercero Término de la Escuela principiará el dia seis de Enero de mil ocho cientos sesenta y cuatro, haciendo un término de cinco meses de duración.

Como el número maximum que puede acomodar la Escuela aun no se ha alcanzado, se recibirán pùpilos de cualquier condado en el Estado, sin hacer referencia al proratóo de condado concedido por ley.

Todos los pùpilos reciben su instruccion libre, y la mayor parte de los libros usados se suministran libre de cargo, de la Biblioteca de la Escuela.

El precio de comida en casas de familias particulares, ó en buenas casas de posada, varía de veinte y cinco á treinta y cinco pesos por mes.

Los solicitantes que deséen mayor informacion, se dirigirán por medio de una carta al Superintendente de Instruccion Pùblica, ó al Principal de la Escuela.

Los Maestros de Escuelas Pùblicas, que ya han estado dedicados á la enseñanza, y que deséen aprovecharse de las ventajas ofrecidas por la Escuela Experimental para impartir un completo conocimiento del sistema de la enseñanza por medio de objetos visibles, pueden entrar á la Clase Mayor, si estuviesen suficientemente adelantados en sus estudios, y podrán graduarse al fin de un curso de seis meses.

ESCUELA FRACTICAL, Ó CLASES MÓDELOS.

El objeto de este Departamento, es poner la teoría en práctica. Hay cuatro clases, de cincuenta pùpilos cada una; tres de las cuales son primarias de grado bajo, y una clase de gramática de cuarto grado. El curso de instruccion seguido en estas clases será modelado segun la Práctica de la Escuela de Oswego.

Este departamento está bajo la direccion general de la Señorita Clark y la Señorita Sullivan.

Detalles del deber de la sala de Escuela se enseñan en las salas de ejercicios del Departamento Práctico, formará un elemento muy importante en el curso de la educacion de la Escuela Normal.

SECCIONES DE LA REVISADA LEY DE ESCUELAS RELATIVAS Á LA ESCUELA NORMAL DEL ESTADO.

[Aprobada Abril 6 de 1863.]

ESCUELA NORMAL DEL ESTADO.

SEC. 51. La Junta de Educacion del Estado de California, junto con los Superintendentes de Escuelas Públicas en las Ciudades de San Francisco y Sacramento, quedan por la presente constituidos (ex officio) en Junta de Sindicos para la Escuela Normal del Estado de California.

SEC. 52. La Junta de Sindicos serán conocidos y designados como la Junta de Sindicos de la Escuela Normal del Estado, y tendrán poder para establecer en la Ciudad de San Francisco, ó en cualquier otro lugar, segun la Legislatura en adelante ordenase, una Escuela Normal, para la libre instruccion en la teoría y práctica de la enseñanza, de tales personas en este Estado que desearan emplearse de Maestros en las Escuelas Públicas de dicho Estado; como tambien para prescribir un curso de estudios para dicha Escuela Normal, y adjudicar diplómas segun queda en la presente despues provisto; para arreglar y efectuar todos los detalles necesarios para la direccion de la dicha Escuela Normal; y formar todas las ordenanzas y reglamentos necesarios para el buen gobierno y manejo de ella.

SEC. 53. Los varones de mas de diez y ocho años de edad, y las mugeres de mas de quince años de edad, podrán ser admitidos como alumnos de dicha Escuela; *con tal que*, cada aplicante se someta á un exámen de la manera que fuese prescrita por la Junta de Sindicos, y habiendo dicha persona primeramente archivado un certificado con el Principal de la antedicha Escuela Normal, de su intencion de dedicarse en la ocupacion de la enseñanza en las Escuelas Públicas de este Estado. Los asientos en la precitada Escuela Normal serán distribuidos tan aproximada y proporcionalmente á la representacion de los dichos Condados en la Legislatura del Estado, entre los solicitantes de los diferentes Condados de este Estado.

SEC. 54. Será del deber del Superintendente de Instruccion Pública, visitar dicha Escuela Normal, á lo menos dos veces en cada termino, é insertará en su informe anual una relacion completa de los procedimientos de dicha Junta de Sindicos, de sus gastos, de la actual condicion de la dicha escuela, y toda otra clase de informacion tocante á dicha escuela segun lo considerase conveniente.

SEC. 55. Dicha Junta de Sindicos tendrá facultad para hacer arreglos para la organizacion y continuacion experimental ó clases modelos en coneccion con dicha escuela, y hacer los reglamentos necesarios y concernientes á éлло.

SEC. 56. Dicha Junta de Sindicos al fin de cada término escolar, examinará á los solicitantes que fuesen alumnos de la Escuela Normal respecto á su proficiencia en los estudios del curso, y especialmente respecto á sus conocimientos en la teoría y práctica de la enseñanza; y concederá diplómas solamente á aquellos que diesen pruebas satisfactorias de sus calificaciones en ambos de los estudios del curso, y en la teoría y práctica de la enseñanza. Dichos diplómas daran derecho á las personas á quienes fuesen adjudicados, á tener y recibir sin pasar por otro exámen, un certificado de segundo grado de la Junta Examinadora del Estado.

SEC. 57. La dicha Junta de Sindicos celebrará á lo menos dos sesiones .

en cada año. El Gobernador del Estado será ex-officio Presidente de la dicha Junta, y tres miembros de élla constituirá quorum para sus actos y deliberaciones.

SEC. 58. Los gastos de la Escuela Normal del Estado serán pagados de las asignaciones que de tiempo en tiempo la Legislatura concediese para su sostenimiento; y el Contador del Estado girará su libramiento por la suma así asignada en favor de la Junta de Síndicos de la Escuela Normal del Estado.



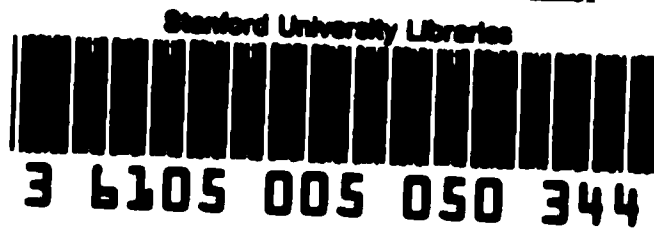
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